ROOSEVELT COLLEGE BULLETIN

Catalog Number
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●

SCHOOL OF ARTS AND SCIENCES
SCHOOL OF COMMERCE

[For information regarding the School of Music, see the special bulletin issued by the School of Music]

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CALENDAR – 1950-1951

FALL SEMESTER, 1950

September 18 to 20,
Monday through Wednesday.....Continuing students' registration

September 21 to 23,
Thursday through Saturday.....New students' registration

September 25, Monday.....Classes begin

November 23 and 24, Thursday and Friday.....Thanksgiving Holiday

December 21 to January 1, inclusive.....Christmas Vacation

January 22 to 27,
Monday through Saturday.....Final examination period

January 27, Saturday.....Semester closes

January 29, Monday.....January Convocation

SPRING SEMESTER, 1951

January 29 to 31,
Monday through Wednesday.....Continuing students' registration

February 1 to 3,
Thursday through Saturday.....New students' registration

February 5, Monday.....Classes begin

February 22, Thursday.....Washington's Birthday, Holiday

March 19 to 24, Monday through Saturday.....Spring vacation

May 30, Wednesday.....Memorial Day, Holiday

June 4 to 9, Monday through Saturday.....Final examination period

June 9, Saturday.....Semester closes

June 10, Sunday.....June Convocation

SUMMER TERM, 1951

June 15, Friday.....Continuing students' registration
June 18 and 19, Monday and Tuesday.....New students' registration
June 20, Wednesday.....Classes begin
July 4, Wednesday.....Independence Day, Holiday
August 17, Friday.....Summer term closes

POST-SUMMER SESSION, 1951

August 20, Monday.....Classes begin
September 3, Monday.....Labor Day, Holiday
September 7, Friday.....Post-summer session closes

FALL SEMESTER, 1951

September 10 to 12,
Monday through Wednesday.....Continuing students' registration
September 13 to 15,
Thursday through Saturday.....New students' registration
September 17, Monday.....Classes begin

Upper part of the Roosevelt College Building with Ivan Mestrovic's famous equestrian statue of the American Indian in the foreground.

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RODERICK P. STEWART, B.A., *Lecturer in Finance*

CARL F. STRODEL, *Acting Chairman of the Department of Marketing; Lecturer in Marketing*

IRVING TENNER, B.S.C., M.B.A., Ph.D., C.P.A., *Associate Professor of Accounting*

DANIEL D. TUCKER, A.B., LL.B., *Lecturer in Real Estate*

NORMAN M. WALLACK, A.B., M.B.A., *Lecturer in Marketing*

JACK C. WEBB, B.A., B.S.C., M.B.A., *Assistant Professor of Finance*
BRANDEL L. WORKS, Ph.B., M.B.A., *Assistant Professor of Advertising*

SCHOOL OF MUSIC

KATHLEEN ADDISON, B.Mus., *Instructor in Piano*
HAROLD BAILEY, B.Ed., *Assistant Professor of Voice*
JOSEPH BAUER, Degree (Dresden), *Chairman of the Department of Voice; Professor of Voice*
THELMA WAIDE BROWN, *Instructor in Voice*
LOLA D'ANCONA, *Assistant Professor of Voice*
IVA DIETZ, B.A., *Instructor in Piano*
VOLDEMAR DOBROVOLSKY, D.Mus., *Assistant Professor of Piano*
SAUL DORFMAN, *Chairman of the Department of Piano; Associate Professor of Piano*
MAURICE DUMESNIL, *Artist Teacher in Piano and Lecturer in the Piano Teachers' Workshop*
GUSTAV DUNKELBERGER, B.Mus., D.Mus., Ph.B., M.A., *Assistant Professor of Theory*
KARL FRUH, *Instructor in Violoncello and Chamber Music*
KARL WILSON GEHRKENS, A.B., A.M., Mus.D., *Lecturer in Music Education and Adviser to Students*
GOLDIE GOLUB, *Instructor in Piano*
MORRIS GOMBERG, M.Mus., *Acting Chairman of the Department of Strings; Professor of Violin*
ALLAN GRAHAM, *Instructor in Percussion; Member, Chicago Symphony Orchestra*
MARION HALL, B.Mus., *Assistant Professor of Piano*
RALPH HANCOCK, Ph.B., *Instructor in String Bass*
HENRI KAROL HAYZA, Degree (Czechoslovakia); *Professor of Violin*
CARL HONZAK, M.A., *Instructor in Voice*
JOHN DAGGETT HOWELL, *Assistant Professor of Opera and General Director of the Opera Workshop*
KAREL B. JIRAK, D.Jur., *Chairman of the Department of Theory; Composer in Residence; Professor of Composition*
RALPH JOHNSON, *Instructor in Flute; Member, Chicago Symphony Orchestra*
OSWALD JONAS, D.Jur., *Professor of Theory*
ERWIN JOSPE, *Instructor in Accompanying and Coaching; Musical Director of the Opera Workshop*

ROBERT MAYER, *Instructor in Oboe; Member, Chicago Symphony Orchestra*

FLORIAN MUELLER, M.Mus., *Chairman of the Department of Wind Instruments; Associate Professor of Theory; Conductor of the College Orchestra; First Oboe, Chicago Symphony Orchestra*

RAYMOND JOSEPH NIWA, B.Mus., M.Mus., *Instructor in Violin*

GLADYS PARSONS, B.Mus., *Instructor in Piano and Music Education*

ROBERT REUTER, B.Mus., M.Mus., *Associate Professor of Organ and Choral Music*

HENRY SALITA, B.A., *Instructor in Woodwinds*

PHILIP SCHARF, *Instructor in Violin*

CHARLES H. SCHELL, B.Mus.Ed., M.Mus., *Instructor in Music Education; Conductor of the College Band*

HELEN SCHWIN, B.S., M.A., *Associate Professor of Music Education*

RENOLD SCHILKE, *Instructor in Brass; Member, Chicago Symphony Orchestra*

MARTHA VEYSEY SILVIUS, B.Mus.Ed., M.Mus., *Assistant Professor of Theory*

HORTENSE SINGER, *Instructor in Piano*

HANS TISCHLER, Ph.D., *Associate Professor of Music History*

ALEXANDRA VEETA, *Instructor in Piano*

CLYDE WINKFIELD, *Instructor in Piano*

WALTER E. WOLLWAGE, JR., *Instructor in Clarinet; Member, Chicago Symphony Orchestra*

RUSSELL WOOD, *Instructor in Voice*

GUEST INSTRUCTORS

ROBERT LINDEMANN, *Guest Instructor in Clarinet*

RENE RATEAU, *Guest Instructor in Flute; First Flute, Chicago Symphony Orchestra*

FREDERICK SCHAUWECKER, *Guest Instructor in Accompanying and Coaching*

VITALY SCHNEE, *Guest Instructor in Piano*

MARGIT VARRO, *Guest Instructor in Piano*

SHERMAN A. WALT, *Guest Instructor in Bassoon; First Bassoon, Chicago Symphony Orchestra*

GENERAL INFORMATION

Roosevelt College is a fully accredited four-year college of liberal arts and sciences, commerce, and music. The purpose of the College is to develop the well-informed, thinking individual, capable not only of adapting himself to the world as he finds it, but also of constructively criticizing the existing social order and his part in it, so that he may function effectively for the betterment of human institutions. It is with this end in view that the College has organized its programs of study, selected its faculty, and established its democratic system of control.

The programs of study at Roosevelt College are designed to meet a number of educational needs, and to provide for both general and specialized education. Programs are offered leading to five degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Commerce, and the Bachelor and Master of Music. Approximately twenty-five fields of concentration are available in the three divisions of the College. Individual counseling and group activities supplement the more formal learning processes which go on in classroom, laboratory, and studio.

The members of the faculty have been selected with a view to securing excellent instruction and intelligent, friendly counseling of students. Approximately three hundred men and women comprise the teaching staff. The faculty has been recruited on the basis of individual merit and includes persons of many races and religions. The excellent training of the faculty is indicated by the degrees they hold, the variety of their related experience, and the large number whose scholarship has been recognized by election to offices in learned societies and in other ways. Textbooks and treatises written by Roosevelt College staff members are used in most of the colleges and universities in the United States. It is the settled policy of the College—as its charter states—that the faculty shall be both free and responsible in the discovery and dissemination of truth.

To guarantee academic freedom as well as equality of educational opportunity, Roosevelt College is organized as a self-governing institution, free of partisan or sectarian control. The Board of Trustees consists of twenty-one members. The President is a member ex-officio. Six members are elected by the faculty from the faculty. The remaining fifteen are elected by the Board for three-year terms, and are carefully chosen from representative groups in the community. The By-Laws of the Board of Trustees delegate large powers of self-government to the faculty and to the students. Provision is made for democratic participation by the faculty in the establishment of policies.

The By-Laws of the Board of Trustees establish the right of the faculty to determine educational policies. The instructional staff of each of the three constituent schools elect a Council which, by majority vote, approves changes in the curriculum and, through an Executive Committee, makes recommendations on all promotions and tenure actions. The ad-

missions policy and other academic questions relating to the entire college are within the jurisdiction of the all-college Senate, an elected body, representative of all departments of the institution. Proper execution of the policies of these deliberative bodies is safeguarded by requiring faculty confirmation of Deans, triennial votes of confidence for the President and the Deans, and the right of all full-time faculty members to appeal questionable decisions ultimately to the Board of Trustees.

During the past four years three thousand individuals and thirty foundations have made financial contributions to Roosevelt College. Such widespread support of an independent and autonomous institution is some measure of the public recognition which has been given to the services of the College and to its strategic importance as a symbol for equality of opportunity. Not only the plant and equipment, but also various services of the College have been underwritten. There are, for example, scholarship and loan funds as well as endowed chairs in Economics and History. The latter, a chair in the History and Traditions of Liberalism, has been named in honor of the late Professor Tarini P. Sinha, a member of the original faculty. The dynamic role of Roosevelt College creates unique opportunities for those who wish to promote higher education as well as for students who seek its benefits.

Roosevelt College serves a large and varied clientele. In addition to more than five thousand regularly matriculated students, several thousand adults participate in the adult education programs. Although students must make their own arrangements for housing, there are many out-of-town students in attendance, including more than fifty young men and women from foreign countries.

THE LOCATION

Since the fall of 1947, Roosevelt College has occupied the Auditorium Building on Chicago's lake front.

This is an ideal setting for a college. Providing an unobstructed view of Lake Michigan across Grant Park, the location is in the very heart of Chicago's cultural and recreational activity.

Grant Park, with its playing fields, its outdoor amphitheater, and its beautiful Buckingham Fountain, extends to the east across Michigan Boulevard, forming a natural "campus" for the College.

To the north, within easy walking distance, are Orchestra Hall, the Art Institute, the Public Library, the Crerar Library, and the Library of International Relations. To the south are the Chicago Museum of Natural History, the Shedd Aquarium, the Adler Planetarium, and Soldier Field.

Close by, in the Loop, students will also find specialized libraries and galleries, as well as many of the city's leading churches, theaters, department stores, business institutions, and other points of interest.

The Auditorium Building, which is owned by the College, has long been considered an architectural masterpiece. It is a massive ten-story structure, fronting on Michigan Avenue and extending one block west along Congress Street to Wabash Avenue. Opening off Congress Street is the Auditorium Theatre, noted for its perfect acoustical properties.

Three meeting rooms are of special interest. Altgeld Hall, located on the second floor, is dedicated to the memory and the democratic ideals of John P. Altgeld, late Governor of Illinois, and to the use of the faculty, the students, and the guests of the College for the lawful expression of varying shades of opinion on public questions. In the Recital Hall on the seventh floor the Music School presents programs by students, faculty members, and visiting artists. Also on the seventh floor is Sinha Memorial Hall.

The entire structure, although complex in design and engineering, has architectural unity. It is an important building, not only because of its intrinsic beauty, but also because the architects, Louis Sullivan and Dankmar Adler, achieved through its construction a great influence in the modern architectural movement. Sullivan's theory that form follows function is expressed in such details as the low relief floral pattern, which is the ornament of interior flat neutral surfaces. Much of the detailed drawing of this ornament was done by Frank Lloyd Wright, who was a young draftsman in the office of Adler and Sullivan when the Auditorium Building was being planned.

The Auditorium Building is as rich in history as it is in aesthetic interest. Long the home of the Chicago Civic Opera, it has also been the scene of historic political conventions and cultural events of the first magnitude. It is appropriate that a building so important in the life of Chicago and of America should have become the home of Roosevelt College.

ACCREDITATION

Roosevelt College is accredited by the North Central Association of Colleges and Secondary Schools, the University of Illinois Committee on Admissions from Higher Institutions, the National Association of Schools of Music, and the Illinois State Examining Board. The Board of Education of the City of Chicago accepts Roosevelt College courses for promotional credit. The Veterans' Administration has approved the College for training under Public Law No. 346 and Public Law No. 16. The College has also been approved by the United States Office of Immigration for the training of non-quota foreign students.

Roosevelt College is a member of such associations as the American Council on Education, the Association of American Colleges, the Association of Urban Universities, and the Association of University Evening Colleges.

INFORMAL EDUCATION

Public Lectures. More than one hundred public lectures and lecture-discussions are offered each year. The Roosevelt College Institutes and Conferences aim to focus the attention of the College and the community upon important problems which require the cooperation of the various arts, sciences, and professions.

During recent years public lecture series were organized around such themes as: New Frontiers of Science and Industry, the New State of Israel, Communication in Education, Literary Criticism and the Modern World, Labor and Politics, Racial Patterns and City Life, and Oriental Philosophies and the West.

Many distinguished speakers participated in these programs. Horace Kallen, Reinhold Niebuhr, Gustav Egloff, Samuel Allison, Thomas Mann, Harold Laski, Margaret Mead, Howard McClusky, and Walter Reuther are just a few of the interesting persons who have shared the lecture platform with members of the college faculty.

Similar series are being arranged for the next school year. Students will be admitted without charge to some of the public lectures if they make advance reservations. A small tuition fee will be required of others. Anyone who wishes to receive announcements of the public lectures and concerts should write to the Educational Information Office of the College and ask to have his name placed on the mailing list.

The Labor Education Division organizes classes and conferences and offers educational services for union officers and members. These activities are not subject to the general college rules concerning admissions and credits. Collective bargaining methods, union administration, labor legislation, industrial engineering techniques, labor history and many other subjects of interest to union men and women are offered in 6-week and 8-week courses, both in the College and in union halls. Institutes and lectures by distinguished labor, government and professional leaders are also presented. For a more complete outline of the Division's services, see page 102.

Other Informal Classes. The School of Commerce sponsors conference courses on income and corporate tax laws, public speaking, and other subjects of current interest to the business community. The School of Music provides opportunity for participation in orchestras, choruses and operas.

Exhibits. During the greater part of the year exhibitions are held in the Exhibit Room (Room 411). Some of the displays are arranged for the instructional purposes of certain courses. Others demonstrate the products of student work. Still others are traveling art shows.

From time to time community organizations are invited to offer specialized courses of instruction or to join in the sponsorship of various types of informal adult education. Although the major efforts of the College are devoted to standard collegiate work, it is the conviction of the Board of Trustees that a people's school must be closely linked with the broad educational processes of the entire community.

THE SCHOOL YEAR

The school year is divided into two semesters of seventeen weeks each and a summer term of eight and one-half weeks. Most of the day classes are scheduled to meet on alternate days: Mondays, Wednesdays, and Fridays for one period, and Tuesdays and Thursdays for one and one-half periods per day. Evening classes normally meet on Mondays and Wednesdays, or Tuesdays and Thursdays. The work covered and the credit given is the same for subjects carried in either day or evening classes. In the summer term the class hours per week are increased so that a full semester's work may be completed in each subject.

THE LIBRARY AND EQUIPMENT

The College Library, located on the tenth floor, is open from 8:15 a.m. to 10:15 p.m. and from 9 to 5:30 on Saturday, thus providing service before the first morning class and after the final session in the evening. Regularly enrolled students, faculty, and staff of the College are entitled to borrow materials from the library. The library is open to the public for reference use only.

The main reading room occupies the entire Michigan Avenue side of the building in the quarters which once served as the ballroom and banquet hall of the Auditorium Hotel. The reference collection is housed in the reading room and trained reference librarians are on duty there at all times.

Adjoining the reading room is the large stack area which contains the major portion of the 57,250 volume book collection. The collection is growing at the rate of approximately 10,000 volumes per year.

Mr. Karl Menger has loaned to the College his excellent collection in the philosophy of science, including many rare items invaluable for research. In addition to its own facilities, the library is a deposit station of the Chicago Public Library. About 500 Public Library books are placed in the Roosevelt College Library on a more or less permanent loan and are supplemented by other titles for short periods. Inter-library loans are arranged with other libraries on request. The library is equipped with a micro-film reader as well as a micro-card reader.

An attendant is on duty at all times to issue unbound periodicals and materials from the pamphlet collection. The library receives about 525 periodicals regularly.

There is also a special Music Reading Room which is supervised by a music librarian and houses the library collections of music and books about music. Phonograph records are charged out for use in listening rooms and classes, but not for home use. Most of the other materials in the collection circulate.

In addition to the library, the College maintains an audio-visual bureau as an aid to instruction in all departments. More specialized equipment is found in fifteen laboratories, thirty-five studios and practice rooms, and a number of special purpose classrooms.

PUBLICATIONS

A number of regular publications of Roosevelt College may be secured upon request:

The Annual Catalog
The Music School Catalog
The Class Schedule for the current semester
Announcements of public lectures, exhibits, recitals, and concerts
The announcements of the Labor Education Division
Progress, a quarterly report to donors and the public
Say, a publication for alumni
Weekly Calendar and Official Notices (September to June)

There are also regular publications of an unofficial character: *The Torch,* a bi-weekly newspaper published by students, and *Issues,* an organ of discussion edited by a faculty committee.

The Roosevelt College Office Employees Union has its monthly *Blotter,* and the President issues a monthly *Newsletter.* These publications serve the staff only.

From time to time the College publishes instructional material, usually for local experimental use, but occasionally for public sale. One such volume, *A Labor Union Manual on Job Evaluation,* by William Gomberg, has enoyed a wide distribution and has been translated into Japanese.

ORGANIZATION OF THE EDUCATIONAL PROGRAM

There are four instructional schools or divisions:

THE SCHOOL OF ARTS AND SCIENCES
THE SCHOOL OF COMMERCE
THE SCHOOL OF MUSIC
THE DIVISION OF LABOR EDUCATION

Each school is organized into departments and interdepartmental course committees as follows:

The School of Arts and Sciences

Departments:

Biology
Chemistry
Economics
Education
English and Speech
History
Mathematics and Engineering Science
Modern Languages
Philosophy
Physics
Political Science
Psychology
Sociology

Interdepartmental Course Committees:

American Culture
Art
Culture Studies
Literature
Physical Sciences
Statistics

The School of Commerce

Departments:

Accounting
Business Administration
Finance
Marketing

Divisions:

Business Law
Real Estate
Secretarial Practice

The School of Music

Departments:

Music Education
Preparatory
Orchestral Instruments
Piano
Theory
Voice

Serving all of these schools and departments are:

The Library.

The Student Services Division, which coordinates all non-instructional, non-business offices, viz., Admissions, Counseling and Testing, Foreign Students, Health, Physical Education and Student Activities, Placement, Registrar, Veterans.

Many *all-college committees,* such as the committee on audio-visual aids and the various committees of faculty government.

The Business Division.

Although Roosevelt College has much of the complexity of a university, its numerous administrative units retain the flexibility and cooperativeness of a college. Schools, departments and committees collaborate in the following ways:

1. Instruction in new subjects which involve more than one of the established departments.
2. Appraisal and guidance of the individual student.
3. Remedial instruction for students who are not adequately prepared for college work. Special, individualized courses include: Reading, Mathematics, Basic Writing Practice, and Speech Correction. Referrals are made from all departments of the College.
4. Interdepartmental terminal sequences, which provide semi-professional qualifications for students who do not expect to continue their education beyond the Bachelor's degree. Medical technology and engineering management are examples of such sequences.
5. Informal adult education.

Main lobby off Michigan Boulevard with College Information Services in the background.

STUDENT SERVICES

The Admissions Office, the Information Office, the Registrar's Office, the Counseling and Testing Service, the Health Service, the Placement Office, the Physical Education and Student Activities Office, and the Office of the Veterans Coordinator form a single administrative unit with the Dean of Student Services as its executive officer. All of these offices serve the students by giving individual attention to their problems.

EDUCATIONAL, PERSONAL, AND VOCATIONAL COUNSELING

Orientation. Because Roosevelt College serves many students who are employed, the College does not attempt the orientation of new students through a Freshman Week, such as campus schools require. Orientation is achieved through group guidance sessions and individual interviews with new students by the Counseling and Testing Service, by student assemblies, by group conferences on study problems, and by class talks on the best methods of study in the various disciplines. A steady flow of information throughout the school year is made possible by a number of services including the information desk in the first floor lobby, the Student Handbook, the weekly Calendar, etc.

Counseling and Testing Service. Through the Counseling and Testing Service the College contributes to the well-being and success of students both in their college work and in life generally by helping them analyze and solve their individual problems. The personnel of the Service consists of trained counselors, aided by a staff of assistants who are specialists in test administration.

Students are interviewed when they first enter the College, whenever problems arise, and whenever their work falls below the standard set by the College. Recognizing that a student's vocational, educational, social, and personal problems are closely inter-related, members of the counseling staff do not attempt to counsel on these factors separately but assist the student in adjustments which will enable him to make the best use of his abilities, interests and environment.

Test results are interpreted in conjunction with the student's previous scholastic record and information concerning his personal background. When it seems necessary, counselors recommend further testing or refer the student to persons especially equipped to give help on particular problems.

The requests of parents for reports on the progress of students are referred to the Director of the Counseling and Testing Service, who discusses in a personal interview, not only the grades obtained, but also the circumstances under which the students are working. By this means parents gain new insight into the student's problems, plans, purposes, and work. *Communications and telephone calls should be directed to the Counseling and Testing Service.*

Arrangement of Programs of Study. During the registration period preceding each semester, members of the teaching faculty advise students regarding their programs of study. Toward the end of each semester upperclassmen are given an opportunity for a pre-registration interview with the educational adviser in their major department. Whenever the choice of courses of study is made difficult by uncertainties in vocational plans, the Counseling and Testing staff stands ready to supplement the departmental adviser's efforts to help the student "find himself."

Mid-semester Problems. Roosevelt College does *not* issue mid-semester report cards. Instructors notify the Dean of their school that certain students are not making satisfactory progress at mid-semester. Such students are in turn asked to make appointments with their counselors for the purpose of reviewing their study habits or making other changes which may be required for improvement.

REMEDIAL PROGRAMS

(Non-Credit)

Remedial Reading. Tests reveal that many college students have poor reading skills and inefficient study habits. Since successful work depends largely upon these skills, the College makes available the assistance of a remedial reading clinician who is a member of the English Department. This clinician diagnoses the difficulties of the individual student and then supervises a remedial program suited to his particular problems.

Speech Correction. Because defective speech habits impair the effectiveness of all kinds of training, the College offers both class work and individual instruction in speech. Students whose difficulties require individual attention are referred to the Speech Correctionist, provided the problems are not of a medical or psychiatric nature. This work also is conducted by the English and Speech Department.

Universal English. Every regular student at Roosevelt College is expected to demonstrate competence in written English. The program of Universal English is designed to insure such competence. A student whose writing on papers and examinations is judged to be unsatisfactory by more than two instructors must enroll in the Basic Writing Practice course no later than the semester following the one in which he receives the second notice of unsatisfactory writing. A student receiving such notices may not be graduated from Roosevelt College until he has completed the remedial work to the satisfaction of both the Basic Writing Practice instructor and the referring department. This program is administered by the Department of English and Speech. Degree-seeking students who have completed 105 semester hours of college work, at least 60 hours of which have been taken at Roosevelt College, and have not previously been referred to the Remedial Writing Clinic, shall not be affected by this requirement.

Basic Writing Practice. This program is the result of a recognized need for providing inadequately prepared students with elementary train-

ing in written expression. When tests show that a student needs such training, he is enrolled in a small section of Basic Writing Practice in which his difficulties are diagnosed and clinical methods are used to help him overcome his deficiencies. This program is administered by the English and Speech Department.

Aids to Effective Study. The Counseling and Testing Service offers help to those students who feel they could benefit by increasing the effectiveness of their study methods. Individual interviews with a trained counselor are provided to aid the student in diagnosing his unique study problems. Appointments with a counselor may be made with the Receptionist in the Counseling and Testing Service.

HEALTH SERVICE

Physical examinations are required of all new "regular "students when they enter the College. Students are advised regarding physical deficiencies observed by the Director of the Health Service, and are advised as to how these deficiencies may be overcome. Complete physical records and a follow-up system are maintained. *Students who do not keep their appointments for the physical examination will be fined one dollar ($1.00)* unless satisfactory arrangements are made in advance, and they will be barred from class until they satisfy the requirements of the Health Service. The Director of the Health Service and assisting physicians maintain office hours throughout the year. They are available to students to discuss personal and health problems and to take care of minor ailments. An experienced registered nurse is in charge of the Health Office and First Aid Room. Communications should be directed to the Health Office.

PLACEMENT SERVICE

The College maintains a Placement Service for its students and graduates. In view of the fact that one-half the students are dependent upon part-time employment to maintain themselves in school, this service is very important. A special effort is made to place members of minority groups that are commonly discriminated against by employers. In this, the Placement Service has had the cooperation of the many friends of the College who admire its "non-discrimination" policy.

VETERANS' AFFAIRS

The special problems of veterans are handled by a Veterans' Coordinator and staff. A training officer for P. L. 16 veterans is available for consultation. Detailed information of importance to veterans is contained in the Student Handbook.

PHYSICAL EDUCATION AND RECREATION

The program of physical education at Roosevelt College has, among other purposes, the major aim of promoting socializing activities for all students.

The College permits participation in inter-collegiate athletics of the minor sport variety only. Football, baseball, basketball, and track are excluded, although some of these are included in the intra-mural program.

The following program is carried out:

1. All entering full-time students are given a health and physical examination, the medical and physical education departments working in conjunction with each other.
2. Those students with remediable defects are advised to participate in a program of physical education of a corrective nature.
3. All students who, upon examination, are found to have insufficient knowledge of and skill in minor sports, e.g., golf, tennis, badminton, skating, swimming, and dancing, are advised to elect desired activities from a program of physical education.
4. A voluntary intra-mural program is carried on with seasonal activities for all students. Basketball, touch football, tennis, and ping pong have been chiefly played in tournaments thus far.
5. A number of special activities in addition to these, open to all students, are offered. These include various forms of the dance, life saving, fencing, etc.

Whenever and wherever possible, groups are organized to take advantage of the varied facilities which exist for outdoor recreation in Chicago and vicinity. Grant Park, directly across from the College, serves as an admirable campus toward this end.

Interview in College Placement Office which annually secures jobs for 1200 to 1500 students and alumni.

STUDENT ACTIVITIES

The College encourages students to participate in extra-class activities which support or complement the work carried on in the class rooms. The Director of Physical Education and Student Activities provides guidance for student groups organized to promote special interests. Considerable social activity centers about the pursuit of educational and cultural interests by the various student groups. *The College expects student organizations to extend their privileges to all alike without discrimination on any basis except that of individual merit and community of interest.* All student activities groups are required to register with the Student Activities Office the names of their officers and a statement of their aims and membership policies. A complete list of student organizations is published annually in the Student Handbook.

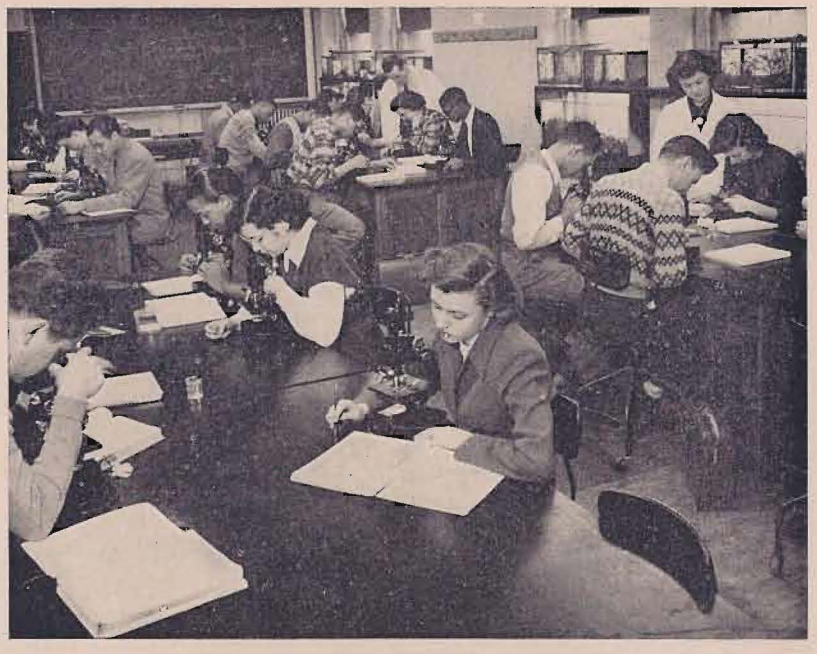
Student Assemblies. From time to time assemblies are held at which speakers discuss problems of the day. Attendance is voluntary.

The Roosevelt College Theatre is a part of the instructional program of the College. See page 158.

The Roosevelt College Torch is a student newspaper. It is controlled by a Publications Board consisting of four students elected by the Student Council, four elected by members of the News Workshops, and three faculty members appointed by the President. The Board appoints the editor-in-chief and business manager of the Torch. All students who wish to serve on the Torch staff must be enrolled in, or have credit for News Workshops I and II or their equivalent.

Student Government. The students of Roosevelt College have an unusual opportunity to participate in the conduct of student affairs. Each spring the students of the College are divided into six electorates composed of day students in Music, Commerce, Science, and Arts, and evening students attending on Monday, Wednesday, Friday and on Tuesday and Thursday. These electorates, by the Hare system of proportional representation, elect the members of the College Council with one representative for each 150 students. The Council, through a system of committees, fosters and exercises control over activities which concern the entire student body.

Student clubs and organizations are permitted to operate without charters, so long as the regulations of Roosevelt College are not violated.



Laboratory Class in General Zoology

Typical Lecture Class—English Department

REQUIREMENTS FOR ADMISSION

The College considers for admission any man or woman of good character who shows evidence of ability to benefit from college training.

I. REGULAR STUDENTS

1. Entrance examination required.

2. Admission from high school
   a. In addition to the entrance examination, fifteen acceptable units of accredited high school work must be presented, including three units of English or the equivalent.
   b. Students who can present fifteen acceptable units but do not meet the English requirement, or who are graduates of an accredited high school but fall short of presenting fifteen acceptable units, are admitted on condition. Conditions must be removed within the first year in residence.

3. Admission from other colleges
   a. In addition to passing the entrance examination, *regular* students transferring from other colleges are required to submit official transcripts of their previous college work and are not officially admitted until such transcripts are received by the Director of Admissions. Students admitted with advanced standing from other colleges are granted tentative credit pending the satisfactory completion of one semester of work at Roosevelt College.

II. SPECIAL STUDENTS

1. Students who have completed high school, or who are in good scholastic standing in another college, may be admitted as *students-at-large* if they do not plan to pursue a degree program or a pre-professional curriculum at Roosevelt College. In some cases the entrance examination will be required before eligibility can be determined. Official transcripts of previous work need not be presented; the Director of Admissions will secure the proper credentials for such students.

2. Mature students who did not complete high school may be admitted as *unclassified,* if they are twenty-one years of age or over, and if in the judgment of the Dean and the instructor they are qualified to pursue the desired courses. In some cases the entrance examination will be required before eligibility can be determined. The Dean may admit as *unclassified* students, persons who are under twenty-one years of age if they make satisfactory scores on the entrance examination. *Unclassified* students are reminded, however, that a high school diploma is specifically required by state boards for entrance into certain occupations and professions.

3. Special students may petition to change to *regular* status by applying at the Office of the Registrar. Such students must take the entrance examination, if it was not required of them when they were admitted as special students. They must also present official transcripts of previous high school and college work before the Registrar will review the petition for a change of status. Petitions from *unclassified* students will not be considered until such students have made a satisfactory record in at least thirty semester hours of work in this college.

III. PROBATIONARY STUDENTS

Students who are not in good standing at other institutions are admitted on probation at Roosevelt College. Also, students whose entrance examination scores reveal poor reading skills are required to enroll in Remedial Reading in their first semester, and such students are placed on probation. All new students should read the regulations concerning pro bation and dismissal on page 35.

IV. FOREIGN STUDENTS

Roosevelt College is approved by the United States Office of Immigration to accept "non-quota students" who wish to enter this country to study. The following are the major steps in the clearing of the admission of a non-quota student:

1. Secure an "application for admission" blank from the Director of Admissions.

2. Present foreign records in duplicate of all high school and college work. An English translation in duplicate should accompany the school records.

3. The applicant should write a letter in English giving supplementary information regarding his educational plans and his ability to read and speak the English language.

4. A letter from a sponsor in the Chicago area stating that housing has been or will be arranged is required by the College in most cases.

Foreign students who are entering the United States under the regular quota or as visitors should follow the above procedure. All foreign students should inform the College as to the type of visa they are planning to secure.

After securing admission, foreign students, both quota and non-quota, should keep in touch with the student adviser to whom they are assigned.

V. ADMISSION AND HOUSING

In so far as possible the College attempts to serve out-of-town students as well as local residents. The College does not have any dormitories, and out-of-town students must make their own arrangements for living quarters. Non-resident students under twenty-one will be admitted only upon condition that their applications are accompanied by a letter from parent or guardian stating that suitable housing arrangements have been made.

This Main Study Room of the College Library affords a magnificent view of Grant Park and Lake Michigan.

SCHOLASTIC REGULATIONS

AMOUNT OF WORK

The normal program for a full-time day student is fifteen to sixteen semester hours. No student is permitted to take more than eighteen semester hours without the written consent of the Dean of the school in which he is enrolled.

The amount of work which an evening student or any employed student is permitted to carry depends upon the amount of free time he has for study. Students are normally permitted to take eight to ten semester hours of work in a given semester. An evening student wishing to take more than twelve semester hours of work must secure the written consent of the Dean of the school in which he is enrolled.

The College administration reserves the right to curtail a student's program when it is obvious that he has enrolled for more work than he should undertake.

PROFICIENCY EXAMINATIONS

Credit toward graduation is granted for satisfactory completion of proficiency examinations in courses in the following fields: Accountancy (limited to nine semester hours), Chemistry, English (course 101 only), Engineering Science, Mathematics, Modern Languages, Music and Physics. Credit for the examination is withheld until the student completes a higher course in the same department with a grade of "C" or better. Proficiency examinations are given under the following regulations:

1. Examinations may be taken only with the consent of the department head and the Registrar.

2. Proficiency examinations may not be taken to raise grades or to remove failures in courses.

3. A student may take a proficiency examination only once in a given subject.

4. Examinations are given in course units. A fee of $5.00, payable in advance to the cashier, is charged for each course unit examination.

SEMESTER HOURS

The credit for work done is expressed in terms of semester hours. A semester hour is the amount of credit given for one class period a week for one semester, except that in the case of laboratory courses and engineering drawing, three class periods are required for one semester hour of credit.

GRADES

Students who successfully complete the minimum requirements of a course are divided into four groups according to the relative quality of their work. Grades given to the students of these groups are expressed in literal terms as follows: A, B, C, and D, with D as the lowest passing grade. F indicates failure.

A grade of V is given to students who are permitted to enroll for a course as auditors or visitors. No credit is given for work so taken.

The symbol L is used to indicate withdrawal from class. If a student drops a class after mid-semester because his work is below passing, he may be marked F by his instructor.

Second examinations to raise grades or make up failures are not permitted.

IA, IB, IC, ID, and IF indicate that the final examination was not taken or that a part of the class work is quantitatively incomplete, the completed work being of A, B, C, D, or F quality respectively. Students are given these marks only when a small part of the semester's work is incomplete and when the student is able to present to his instructor a satisfactory reason for failing to complete the course within the usual time. No qualitative condition is given. Students are either passing, below passing, or incomplete. *Incomplete work not made up within the following semester will receive a mark of total failure.* The student should see the instructor as soon as possible to arrange for removing any "incomplete."

Student grade averages are computed by assigning 4 grade points for each semester hour in which a grade of A is earned, 3 for B, 2 for C, 1 for D, and 0 for F.

PROBATION AND DISMISSAL

Any student who makes an average of less than 1.5 grade points per semester hour is placed on probation. Students who are on probation at other institutions are placed on probation when they enter Roosevelt College.

Students on probation who make a grade point average of 2.0 or higher will be removed from probation.

Students on probation who make a grade point average below 1.5 will be dismissed for poor scholarship.

Any student who has been dismissed for poor scholarship will be refused readmittance, unless, upon petition and upon show of sufficient reason, he secures the consent of the Dean of Student Services to resume college work. To be readmitted, the student must give evidence that the factors responsible for his poor scholarship have been removed.

STUDENT CONDUCT AND DISCIPLINE

Students are required to abide by the rules, regulations, and the principles of Roosevelt College as stated in the catalog, the Student Handbook, and the constitutions of the Board of Trustees, the Faculty and the Student Government. They are required also to conduct themselves at all times and in all places with propriety. Conduct prejudicial to the interests of Roosevelt College may lead to disciplinary action, including suspension or dismissal.

Grand Staircase leads from Main Lobby to Student Lounges on Second Floor.

TUITION AND FEES*

TUITION

Tuition in the School of Arts and Sciences and the School of Commerce is determined by the number of semester hours of credit for which the student is enrolled, as follows:

Full-time students.....$12.00 per hour
Part-time students..... 11.00 per hour

Additional charge for each laboratory or
double-period subject..... 5.00

A full-time student is defined as one enrolled for 10 or more semester hours in the regular semesters; or for 7 or more semester hours in the summer term; or for 3 or more semester hours in the post-summer session.

Tuition charge for Remedial Reading:
Special students $40.00
Regularly enrolled students..... 20.00

Tuition charge for Speech Correction:
Special students—$24.00 per semester's work of 16 half-hour lessons.
Regularly enrolled students—$12.00 per semester's work of 16 half-hour lessons.

Tuition charge for Basic Writing Practice.....$30.00

Labor Education Division:
Regular courses—8 weekly sessions..... 9.00
Extension courses—8 weekly sessions..... 8.00

The tuition charge is inclusive in nature and avoids the necessity for separate fees for health service, physical examinations, certain social activities, and subscriptions to the student publications.

FEES

Registration fee (Non-refundable) for first registration	$ 5.00
Registration fee (Non-refundable) for each subsequent registration	2.00
Proficiency examination fee	5.00
Modern Language fee (all courses under 200)	.50
Psychology 270 materials fee	1.00
Typewriting fee	2.00
Materials fee (Biology 112, 200, 260 and 366)	2.50
Medical aptitude examination fee	5.00
Graduate record examination	5.00
Chemistry breakage deposit	5.00
Psychology 130 and 330 deposit	5.00
Biology breakage deposit	5.00
Graduation fee	10.00
Commerce Certificate fee	5.00
Transcripts of Credits fee (for each after the first)	1.00
Additional transcripts (when ordered at the same time)	.50

*For Tuition and Fees in the School of Music, see the catalog supplement issued by that school.

The College accepts all tuition and fees with the understanding that the student in paying such tuition and fees agrees to abide by all the regulations of the College, whether printed in this catalog or not, and by any decisions of the administration or faculty regarding the student's status in the College.

The College reserves the right to change tuition and fees as conditions may require.

Although the College exercises reasonable precaution, it can assume no responsibility for accidents to students which may occur incident to attendance at or participation in class room or laboratory work or intramural activities.

CHANGE OF PROGRAM FEE

A charge of $1.00 will be made for each change of program made subsequent to the issuance of class cards. This charge will not be assessed when the change involves merely adding to or subtracting from the student's program.

TUTORING AND SPECIAL EXAMINATION FEES

The minimum fee for private tutoring, where such tutoring is permitted in order that students may make up work they have missed, is $3.00 an hour. The fee for a special examination, when it is given outside of the instructor's regular class periods, is $3.00. This fee may not be waived by the instructor. A locker fee of $1.00 a month, or any part of a month, is required of students who are using the chemistry laboratory to remove an "incomplete."

LOCKER RENTAL FEES

The College has available for student rental a limited number of lockers for clothing, books, etc. These lockers are furnished, with padlock and key, on the following rental basis:

Rent for semester (large size)	$1.00
Rent for semester (small size)	.75
Rent for summer term (any size)	.50
Lock and key deposit (refundable)	1.25

In renting a locker, the student agrees that the College is free from any and all responsibility for loss and damage to the student's property. Lockers are available, while the supply lasts, at the Cashier's Office.

STUDENT ACTIVITIES FEE

The College does not assess a separate student activities fee, as such. However, included in the tuition charge is an amount of $1.00 for each evening student and $2.00 for each day student for student activities purposes during the Fall and Spring Semesters. The Student Activities Fund so accumulated is used to support the Roosevelt College Torch, the Roosevelt College Theatre, the Radio Workshop, the Student Council, and the social and athletic functions of the Student Activities Office.

PREPAYMENT OF TUITION

In addition to the registration fee, at least 10 per cent of the semester's tuition bill must be paid at the time of registration before class attendance cards will be issued. Students will not be permitted to attend classes unless payments are made as indicated.

PAYMENT PLANS

Tuition and fees are payable in advance but are considered cash payments when paid in full by five p. m. of the first Saturday of each semester. Some students find it inconvenient to pay the full amount in cash, and to accommodate them an extended payment plan is suggested, as follows:

Ten per cent of tuition in advance;

A total of 40 per cent of tuition by the end of the second week of the semester;

A total of 70 per cent of tuition by the end of the fifth week of the semester;

Payment in full by the end of the eighth week of the semester.

A proportionally shorter plan is available for the summer term.

An accounting charge of two dollars is added to the balance unpaid after the first Saturday of the semester or term.

Responsibility for making payment arrangements other than these rests with the student, and they must be made with the Bursar at the beginning of the semester. A late payment fee of $1.00 is charged each time a payment is made later than the date specified.

No student having any unpaid accounts shall receive an official report of grades, a transcript of his credits, or a diploma. Furthermore, he shall not be permitted to enroll for any term until all college accounts of the preceding term are adjusted with the Bursar.

WITHDRAWALS, REFUNDS AND CREDITS

Tuition refunds or credits may be granted in those cases where proof is furnished that the reason for withdrawal from college is one that is beyond the control of the student.

Application for refunds or credits must be made through the Business Office and may be granted according to the following regulations:

1. Refunds of tuition will be granted if withdrawal is made during the first 5 weeks of the semester, or the first 2½ weeks of the summer term.
2. The date of withdrawal for purpose of refund shall be the *date on which application for refund is made,* and not the date on which class is last attended. Hence, an application for refund should be signed at once upon withdrawal from any course. The only exception shall be in cases of death or severe and extended illness, where, upon submission of proof, a refund will be based upon date of last attendance.

3. Schedule of refunds or credits in a regular semester:

Withdrawal:	*Refund or charge cancelled*
before first class session	100%
during 1st week	90%
during 2nd week	80%
during 3rd week	60%
during 4th week	40%
during 5th week	20%
after 5th week	none

4. Schedule of refunds or credits for the summer term:

Withdrawal:	*Refund or charge cancelled*
before 1st class session	100%
during 1st 3 class days	80%
during 2nd calendar week	50%
during 3rd calendar week	25%
after 3rd calendar week	none

Note: There shall be no refund after classes begin for the post-summer session.

Sinha Memorial Hall, seating 380, is used for large lecture classes and public lectures.

SCHOLARSHIPS AND STUDENT AID

I. REGULAR SCHOLARSHIPS

High School Competitive Scholarships. These scholarships are open to high school students who will be graduated in the upper quarter of their class within the semester in which the competitive examinations are given. The examinations are held at the College each December for mid-year graduates and each April for June graduates. Both full-and half-tuition scholarships are awarded; these apply to the two regular semesters immediately subsequent to their award.

Junior College Competitive Scholarships. These scholarships are awarded on the same basis and subject to the same terms as the High School Competitive scholarships except that they are open only to junior college students graduating in the semester in which the examinations are given.

College Honor Scholarships. Honor scholarships are awarded to upper classmen chiefly on the basis of superior records.

II. SPECIAL SCHOLARSHIPS

A limited number of special scholarships is available to students who have completed 27 semester hours in day classes or 12 semesters hours in evening classes at Roosevelt College with an average of "B" or better. These scholarships are awarded on the basis of excellence of record and need. Application should be made at the Counseling and Testing Office, Room 852.

Friends of Roosevelt College have established scholarships to provide assistance to worthy students of special promise. A faculty committee awards these scholarships to applicants who possess the qualifications specified by the donors.

MAX ADLER HONOR SCHOLARSHIP FUND, established by members of the family of Max Adler honoring his eightieth birthday.

PRESTON BRADLEY SPEECH SCHOLARSHIP.

SCHOLARSHIP OF THE JUNE, 1950, GRADUATING CLASS.

MRS. GOTTFRIED BERNSTEIN BLIND SERVICE ASSOCIATION SCHOLARSHIP. To give aid to a blind or near-blind student.

BIDDLE SCHOLARSHIP FUND.

B'NAI B'RITH SCHOLARSHIP, Women's Auxiliary South Side Lodge.

THE MILTON E. GOODMAN and MILTON E. GOODMAN II MEMORIAL SCHOLARSHIP. Available to one worthy student each semester.

SIDNEY HILLMAN FOUNDATION SCHOLARSHIP. To provide scholarships "for students in the general field of the social sciences in the belief that the ideals of human justice and brotherhood among all men, of whatever race or persuasion, may be well served by encouraging the liberal and enlightened development of capable and sincere scholars."

THE EDWIN J. KUNST SCHOLARSHIP FUND, established by Mrs. Mary S. Kunst in memory of her husband who was for many years a colleague of the original faculty of Roosevelt College.

THE PRESSER FOUNDATION SCHOLARSHIP, to be awarded to a music student.

THE PHI DELTA DELTA SORORITY SCHOLARSHIP, to be awarded at the discretion of the College.

FRANKLIN DELANO ROOSEVELT SCHOLARSHIP FUND, founded by the Estate of Jack M. Franks. Recipients are selected primarily on a competitive basis, but need and character factors are also given weight.

STUDENTS AID AND EXCHANGE FOUNDATION.

UNITED ORDER OF TRUE SISTERS JOHANNA NO. 9 SCHOLARSHIP. A general scholarship set up in consideration of the "ideals of progressive thought and the feeling of Brotherhood of Man of Roosevelt College."

In addition to the scholaship funds which are administered by the College, many students receive scholarships from their employers and from such organizations as the East-West Fellowship. The latter gives financial assistance to American students of Oriental background in the Chicago area and renders emergency aid to Oriental students in this country.

III. GRANTS-IN-AID

Grants-in-Aid. In a sense every student who pays the full tuition receives a grant-in-aid, since the regular tuition fees do not cover the full cost of education. Special grants-in-aid up to 15 per cent of tuition are made to regular students who present evidence of need. Application blanks may be obtained from the Counseling and Testing Office.

SPECIAL LOAN FUNDS

Short term non-interest bearing emergency loans are available from the Lester B. Joseph Memorial Student Loan Fund, the Memorial Student Loan Fund, and the Irma B. Cahn Student Loan Fund. Application should be made to the Dean of Student Services, Room 820.

Balmy days frequently see classes meeting in Grant Park.

THE SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences of Roosevelt College offers programs leading to the Bachelor of Arts and Bachelor of Science degrees in the fields of Mathematics, the Humanities, and the Natural and the Social Sciences.

A total of 150 instructors teach in the following thirteen major departments:

Biology	English	Physics
Chemistry	History	Political Science
Economics	Mathematics	Psychology
Education	Modern Languages	Sociology
	Philosophy	

The programs of study offered by the School of Arts and Sciences are designed to meet general and special educational needs. In addition to providing a broad, general education, the courses offered fulfill the special requirements of students desiring terminal courses in selected fields, as well as those of students who are interested in going on to graduate and professional study.

REQUIREMENTS FOR DEGREES

BACHELOR OF ARTS

The degree of Bachelor of Arts is conferred upon regular students in good standing who have attained at least an elementary knowledge of the liberal arts and major sciences and who have achieved some proficiency in one of the fields of knowledge.

Believing that a well-rounded general education should not stop at graduation, the Faculty requires the following courses, or their equivalents, of all candidates for the A.B. degree as starting points in a continuing and profitable self-education.

I. GENERAL EDUCATIONAL REQUIREMENTS

A. *Training in the use of our language*
   1. English 101. Composition I
   2. English 102. Composition II

B. *The Study of our heritage of creative arts and competing values*
   1. Art. 101. The Enjoyment of the Fine Arts, *or*
      Music 100. The Enjoyment of Music
   2. Philosophy 101. Philosophical Foundations I
   3. English 201. Introduction to Literature
   4. Literature 202. Masterpieces of European Literature
   5. History 101. Main Currents in European History
   6. History 105. Main Currents in American History *or*
      American Culture 205. The American Heritage

C. *The Study of Other Cultures*

1. One year's study of a modern language, *or* one year of culture studies

D. *The Scientific Approach to man and his environment*

1. The Social Sciences
   Economics 101. Introduction to Economics
   Political Science 101. Elements of Political Science
   Sociology 101. Introduction to Sociology
2. The Life Sciences
   Biology 101-102. Human Biology (or one year of laboratory biology)
   Psychology 101. Psychology of Everyday Life.
3. The Physical Sciences
   Physical Science 101-102. The Physical Universe.

II. FIELD OF CONCENTRATION*

A major sequence or field of concentration is usually chosen with some regard for the student's vocational plans, although an undergraduate major in arts or science is not ordinarily to be regarded as specific job training. The Counseling and Testing Service is prepared to assist students in making a choice of vocation. Educational advisers, in the various departments, are available to students for help in choosing an academic major.

Proficiency in one of the fields of knowledge must be evidenced by completion of at least 24 semester hours in one of the departments or fields of concentration listed below (exclusive of introductory courses). The major sequence must be approved by the chairman of the department in which the candidate takes his work.

Minor sequence requirements, if any, will be listed with the departmental course descriptions.

American Culture	History	Philosophy
Art	Interdepartmental*	Physics
Biology	Labor Relations	Political Science
Chemistry	Mathematics	Psychology
Economics	Medical Technology	Public Administration
English	Modern Languages	Regional Studies
Elementary School Education	Music	Sociology
		Speech and Drama

*See footnote on following page.

III. QUALITATIVE AND QUANTITATIVE REQUIREMENTS

1. A student may become a candidate for the degree when he can present 120 semester hours of work, exclusive of Physical Education, with an average grade of C or better.

2. At least 24 semester hours of courses in the major sequence must have been passed with a grade of C or better.
3. At least 30 semester hours of work must be completed at Roosevelt College during the candidate's junior or senior year.
4. At least 30 semester hours must be completed in courses numbered 200 or above.
5. Professional courses may be counted toward the degree, subject to the following restrictions:
   a. Not more than 30 semester hours from an accredited professional school of art, dentistry, engineering, law, or medicine shall be counted toward the degree, provided:
      1. These professional credits shall have been earned after the completion of at least 30 semester hours of work in liberal arts. The student must be in good standing in his professional school.
      2. In general, professional courses in this field which create only manual skills will not be accepted.
   b. Not more than 40 semester hours earned in an accredited school of commerce may be counted, including not more than 10 semester hours in Secretarial Practice.
   c. Not more than 30 semester hours of credit from an accredited school of music may be counted, including not more than 10 semester hours in Applied Music. If the student's major is in Music, 60 semester hours may be counted toward the degree.
   d. Courses in the Department of Education shall be considered professional courses, and not more than 30 semester hours credit

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*American Culture, Labor Relations, Medical Technology, Public Administration, and Regional Studies are interdepartmental fields of concentration. Other interdepartmental majors may be approved by an adviser who shall be selected by the student from among the departmental chairmen. The student shall submit in writing his reasons for choosing an interdepartmental major prior to the beginning of his senior year and preferably during his sophomore year. The interdepartmental pattern of studies shall be approved by the adviser and by a committee consisting of the registrar and the deans of any schools involved. Combinations of courses have already been approved such as the Chemistry-Biology major which is especially suited to the needs of pre-medical students who wish to take a degree before entering the medical school, or students who plan to enter the food or the pharmaceutical industries. For further information about interdepartmental majors, see the Dean of the School of Arts and Sciences or the Registrar.

A major sequence may be presented in two related departments if it includes at least 30 semester hours, exclusive of introductory courses. A major part of the work must be in one department. The sequence must have the approval of the chairmen of both departments.

Students are urged to choose their major study during their sophomore year. All Juniors should make a final check of requirements for graduation during the advisement period preceding their last semester at Roosevelt College. Transfer students must have their transcripts of credits evaluated by the Office of Admissions and their major sequence approved by their department chairman one semester before they may become candidates for a degree.

(except for education majors) shall be counted toward the degree of Bachelor of Arts.

e. The counting of professional credits in art, dentistry, engineering, law, medicine, commerce, music, and education is regulated by faculty statutes and rulings.

6. Graduation exercises are held in January and June. Graduates are required to attend the exercises. Candidates graduating at the end of the Summer Term may receive their diplomas upon completion of all other requirements. A class day rather than a formal graduation is held for the summer graduates.

BACHELOR OF SCIENCE

The degree of Bachelor of Science is conferred upon regular students in good standing who complete a college program in scientific fields, but not to the exclusion of humane and social studies.

The requirements are as follows:

A. *Scientific studies*

1. Sixty semester hours of biological and physical sciences (biology, chemistry, engineering science, mathematics, physics, and psychology*).
2. A major sequence of at least twenty-four semester hours of subjects (exclusive of courses numbered below 100 and exclusive of Chemistry 100, Physical Science 101-102, and Biology 101-102) in one science department.* Approval of the sequence by the departmental chairman is required.** At least twenty-four semester hours of work in the major sequence must have been passed with a grade of C or better.
3. A minor sequence of fifteen semester hours of subjects (excluding the courses mentioned in Section 2 above) in a second science department.
4. Mathematics 101 or Mathematics 102.
5. Fulfillment of any special requirements of the major department (consult departmental requirements under "Description of Courses").

B. *Training in the use of our language*

English 101. Composition I
English 102. Composition II

C. *Training in the use of a second language*

One year of college French, German, Russian, or Spanish, or demonstration of knowledge of one of these languages equivalent to that attained by one year of college training. Choice of language is subject to the approval of the chairman of the major department.

*Exclusive of certain applied psychology courses.
**See footnote, page 45.

D. *The study of our heritage of creative arts and competing values*

Twelve semester hours selected from the following courses:

Art 101. The Enjoyment of the Fine Arts, *or*
Music 100. The Enjoyment of Music
Philosophy 101. Philosophical Foundations I
Philosophy 102. Philosophical Foundations II
English 201, Introduction to Literature
Literature 202. Masterpieces of European Literature
History 101. Main Currents in European History
History 105. Main Currents in American History, *or*
American Culture 205. The American Heritage

E. *The scientific approach to man and society* (The Social Sciences)

Economics 101. Introduction to Economics
Political Science 101. Elements of Political Science
Sociology 101. Introduction to Sociology

F. *Compliance with the following requirements regarding the kind and quantity of course credits:*

1. A student may become a candidate for the degree when he can present 120 semester hours of work (exclusive of Physical Education), with an average grade of C or better.
2. At least 30 semester hours must be completed in courses numbered 200 or above.
3. Thirty semester hours of professional work* from an accredited professional school may be presented for graduation provided that these professional credits have been earned after the completion of at least 30 semester hours of work in liberal arts.
4. At least 30 semester hours must be completed at Roosevelt College.
5. Graduation exercises are held in January and June. Graduates are required to attend the exercises. Candidates graduating at the end of the Summer Term may receive their diplomas upon completion of all other requirements.

PROGRAMS OF STUDY[1]

Programs of study in the Liberal Arts and Sciences are provided for students as follows: Those seeking a general education; those preparing in specialized fields leading to a Bachelor's degree; those preparing for admission to a professional school.

No attempt is made in this section to give every possible arrangement of courses. The plans outlined are merely illustrations of typical pro-

*See statement page 49 regarding credit from professional schools.
[1]Programs in Music are outlined in the Catalog issued by the School of Music.

grams of study. All the curricula in the College are flexible, and adaptable to the manifold needs of the student.

The student should often consult his educational adviser, an expert in his field, in order to plan a program of study that will best meet his vocational and educational needs. The courses selected by the student for his major, or field of concentration, must be approved by the department head.

I. DEGREE PROGRAMS

A. Bachelor of Arts

In the four-year programs for full-time students and the six-year programs for part-time students a well-rounded introduction to the liberal arts serves as the basis upon which is built a concentration in one of the following fields:

Art	Mathematics	Political Science
Economics	Modern Languages	Psychology
English	Music	Sociology
History	Philosophy	Speech and Drama

In addition, the following programs of concentration which combine work in several departments of instruction are available:

American Culture	Labor Relations
Elementary School Education	Public Administration

Regional Studies

Sample Sequence for Students in Liberal Arts

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
English 101	3	English 102	3
Biology 101	3	Biology 102	3
A Social Science	3	A Social Science	3
Philosophy 101	3	History 101	3
History 105	3	Art 101 or Music 100	3

SECOND YEAR

Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
English 201	3	Literature 202	3
A Social Science	3	Physical Science 102	3
Physical Science 101	3	Psychology 101	3
Lang. 101 or Cult. Studies	3	Lang. 102 or Cult. Studies	3
Major or Elective	3	Major or Elective	3

B. Bachelor of Science

Programs of concentration in science are available in the following fields:

Biology	Physics	Psychology
Chemistry	Mathematics	

In addition, the following programs combining work in several departments are available:

Engineering Management	Medical Technology

*One year of a modern foreign language or culture study is required.

A Sample Basic Sequence for Science Students*†

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
English 101	3	English 102	3
Mathematics	3	Chemistry 117	4
Chemistry 116	4	Modern Language	4
Mathematics 102	3	Social Science or Humanities	3
Modern Language or Elective	3 or 4	Mathematics 103	3

SECOND YEAR

Course in Major Field	4 or 5	Course in Major Field	4 or 5
Physics 211	4	Physics 212	5
Social Science or Humanities	3	Social Science or Humanities	3
Mathematics 203	5	Mathematics 204	5

II. PREPROFESSIONAL PROGRAMS†

Preparation for admission to professional schools is provided in the following programs:

Predental — Prelegal
Engineering (Freshman-Sophomore years) — Premedical

Students who desire to fulfill the requirements for the A.B. or B.S. degree in addition to a professional degree should read the following statements carefully.

In most cases it is possible to take a bachelor's degree upon completion of three years of work in Roosevelt College and one year in a professional school, provided that care is used in choosing the appropriate courses. The educational advisers will be glad to help students plan their programs so as to meet the requirements for both degrees in the least time possible.

Students who have successfully completed one or more years of work and are in good standing in an accredited professional school of the following kinds may apply up to thirty semester hours of professional work toward the degree requirements: art, dentistry, engineering, law, and medicine. This does not waive the major sequence requirement for graduation, but such professional courses as are approved by the appropriate department head may be included in the major sequences.

Occasionally this arrangement is made for students who take professional work in other accredited professional schools.

Non-professional courses taken in an accredited professional school may be applied under the rules governing admission with advanced standing.

Candidates who offer thirty semester hours of professional work toward a degree must spend their junior or senior year in residence at Roosevelt College.

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*It is suggested that students interested in some phase of biology take the first year premedical program.

†Illustrative degree programs may be found under the departments concerned in the section of this catalog on Course Descriptions.

THE SCHOOL OF COMMERCE

The principal objective of the School of Commerce of Roosevelt College is to meet the need for effective business training in modern society. The ultra-accessibility of this institution, literally at the crossroads of transportation in America's second city, is a major factor in determining the scope and character of the College's curriculum.

Such accessibility permits and almost requires the College to offer a complete course in college business training at various periods of the day and evening when students who are employed, or who live at a distance, can best make time-allocation for such training. This results in a highly efficient use of educational plant—"from eight in the morning until ten at night."

The location factor also permits the enlistment of business and professional men of exceptionally high caliber for part-time instructional service —men who can thus arrange time for teaching with a minimum disruption of other schedules.

In planning the courses in this School the primary aim is to provide business training that will contribute to vocational success and social responsibility. It is recognized that successful business training must combine a broad knowledge of facts and principles (the academic side) with good work-habits and experience in the solution of problems (the practical side). This combination should happily shorten the apprenticeship of those who aspire to leadership in business and comparable opportunities in the business side of government and of other social institutions.

The School seeks to implement this formula with an instructional staff combining successful business experience with significant academic training. A current survey of the Commerce faculty shows that Roosevelt business courses are taught by a staff which averages twelve years of full-time experience in business affairs.

Specifically, the School of Commerce undertakes to supply business training at the college level for the following purposes:

1. *Vocational.* Mental training for efficient service in business and thus for the future economic security of the individual.

2. *Leadership.* Broad factual information plus experience in the solution of problems that will provide graduates with superior foundation for advancement and leadership in the business community.

3. *Social responsibility.* Presentation of the facts and skills of commerce and industry from such perspectives that students will grasp the social responsibilities of business, so that their business leadership will help to build a sound and enduring as well as profitable economy.

4. *Personal equipment.* For non-business students, to help them meet the economic problems of everyday life with more success than has

been customary in many occupations. For this purpose skills are taught such as typewriting, accounting, and salesmanship, and the student is given an introduction to the essentials of personal finance, insurance, credit, investments, budgeting and property ownership.

In practice, the School of Commerce uses the customary divisions of business education to provide some specialization in occupational fields (senior college work) after four semesters of "basic training" at the junior college level. Four such divisions of the School's business education program have departmental status. They are: Accounting; Finance; Marketing and Advertising; Business Administration and Personnel Administration. In addition, there is provision for relatively extensive training in the fields of Real Estate, Business Law, and Secretarial Practice.

REQUIREMENTS FOR DEGREES AND CERTIFICATES

BACHELOR OF SCIENCE IN COMMERCE

The degree of Bachelor of Science in Commerce is conferred upon regular students in good standing who have completed 120 semester hours of work in conformity with the requirements listed below:

1. All Commerce students must present the following specified courses in liberal arts to provide a background of well-rounded general education:

   A. Training in the use of our language.
   English 101, 102, 130; Speech 101.

   B. The study of our cultural heritage.
   English 201 or Art 101 or Music 100; History 101 or 105; Philosophy 101.

   C. The study of man and his environment.
   The Social Sciences: Economics 101, 102; Political Science 101.
   The Life Sciences: Physical Science 101, 102; Biology 101; Psychology 101.

2. All Commerce students must complete at least 60 semester hours in Commerce, which must include Accounting 101, 102; Business Administration 101; Finance 110; Marketing 101; and a major sequence of 24 semester hours in courses numbered 200 or above in one of the major fields of concentration. None of the courses listed as liberal arts requirements under Section 1 may be counted as commerce credit. No liberal arts courses will be counted towards commerce credit unless the department specifically requires its students to take such courses. Therefore, Business Administration and Finance students may count

as commerce credit the two advanced Economics courses required for their majors. Personnel Administration students may count as commerce credit any of the Economics, Psychology, and Political Science courses listed as their major requirements.

3. Regulations concerning the kind and quantity of course credits.
   A. At least 30 semester hours must be completed in courses numbered 200 or above.
   B. Thirty semester hours of professional work* from an accredited professional school may be presented for graduation provided these professional credits have been earned after the completion of at least 30 semester hours of work in liberal arts or commerce subjects.
   C. A student may become a candidate for graduation when he has completed all requirements towards a B.S.C. degree and can present 120 semester hours of work, exclusive of physical education, with an average grade of C or better.
   D. At least 24 semester hours of work in the student's major sequence must have been passed with a grade of C or better.
   E. At least 30 semester hours of work must be completed at Roosevelt College during the candidate's junior or senior year.
   F. Not more than 15 semester hours of credit in Secretarial Practice may be offered in fulfillment of the graduation requirements.

PROGRAMS OF STUDY

A number of study programs are suggested for the varied and particular needs of the student body, leading either to a degree or certificate. Students not interested in a full study program but who wish work in specific subjects may enroll for individual classes, selecting from many specialized offerings.

DEGREE PROGRAMS

Students working for the degree of Bachelor of Science in Commerce may major in any of the following fields:

1. Accounting (Office—Room 614)
2. Business Administration (Office—Room 602)
3. Finance (Office—Room 770)
4. Marketing (Offices—Rooms 601 and 609)
5. Personnel Administration (Office—Room 602)

An outline of requirements for concentration in the above five fields may be found on the respective pages of this catalog describing the courses for those fields.

*See statement on page 49 regarding credit from professional schools.

Suggested Schedule for Full-Time Students

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Econ. 101—Introd. to Economics	3	Econ. 102—Economic Principles	3
Acct. 101—Introd. to Acct. I	3	Acct. 102—Introd. to Acct. II	3
Bus. Adm. 101—Introd. to Business	3	Mkt. 101—Principles of Marketing	3
Elective—History 101 or 105	3	Speech 101—Fundamentals of Speech	3

SECOND YEAR

FIRST SEMESTER		SECOND SEMESTER	
Eng. 130—Business Letters	3	Pol. Sci. 101—Political Science	3
Fin. 110—Money and Banking	3	Phys. Sci. 102—The Phy. Universe II	3
Phys. Sci. 101—The Phy. Universe I.	3	Psych. 101—Psychology of Everyday Life	3
Biol. 101—Human Biology	3	Phil. 101—Phil. Foundations I	3
Elective—Eng. 201, Art 101 or Music 100	3	Elective in Commerce	3

CERTIFICATE PROGRAMS

The Certificate in Commerce offers students an opportunity to secure a good academic background in a special field of concentration with which to supplement practical experience or to acquaint students with some vocational activity in the business world. While a Certificate may not give the student a well-rounded liberal education, many certificate students return to complete their education and secure a Bachelor of Science in Commerce degree.

Regular or unclassified students in good standing are eligible candidates for the Certificate in Commerce. This may be secured on completion of 48 semester hours in vocational fields represented in the Commerce curriculum. Thus the student who takes six semester hours in the evening, or otherwise, for four years will receive this certification, provided that at least 24 semester hours shall have been completed at Roosevelt College.

Certificate programs are now offered in Accounting, Advertising, Credit Management, Office Administration, Personnel Administration, Purchasing Administration, Real Estate, and Secretarial Practice. Consult the Commerce Office for further information. Work completed for the certificate may be applied toward a degree.

The sequences outlined below are illustrative of the Certificate Program for evening students.

Certificate in Accounting

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Acct. 101—Introd. to Acct. I	3	Acct. 102—Introd. to Acct. II	3

SECOND YEAR

Bus. Adm. 101—Introd. to Bus.	3	Econ. 101—Introd. to Econ.	3
Acct. 203—Introd. to Cost Acct.	3	Acct. 205—Intermediate Acct.	3

THIRD YEAR

Fin. 110—Money and Banking	3	Fin. 200—Corp. Fin.	3
Acct. 220—Adv. Acct.	3	Acct. 223—Consolidations	3

FOURTH YEAR

Bus. Law 201—Bus. Law I	3	Bus. Law 202—Bus. Law II	3
Acct. 255—Income Tax Law	3	Acct. 230—Prin. of Auditing	3

For those students intending to take the C.P.A. Examination, the following post-certificate courses are suggested:

FIFTH YEAR

Acct. 360—C.P.A. Review I	3	Acct. 361—C.P.A. Review II	3
Bus. Law 203—Bus. Law III	3	Acct. 206—Gov'tl. Acct.	3

Certificate in Advertising

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Econ. 101—Introd. to Economics	3	Mkt. 101—Prin. of Marketing	3

SECOND YEAR

Mkt. 201—Prob. in Marketing	3	Mkt. 220—Sales Training	3
Adv. 231—Prin. of Advertising	3	Adv. 233—Advertising Media	3

THIRD YEAR

Bus. Adm. 245—Bus. Psychology	3	Mkt. 210—Retail Store Mgmt.	3
Adv. 235—Adv. Copy Writing	3	Adv. 237—Adv. Production	3

FOURTH YEAR

Adv. 236—Adv. Layout Construction	3	Adv. 350—Prob. in Advertising	3
Adv. 240—Radio Advertising	3	Mkt. 303—Indust. Marketing	3

Certificate in Credit Management

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Econ. 101—Introd. to Econ.	3	Bus. Adm. 101—Introd. to Bus. Adm.	3

SECOND YEAR

Fin. 110—Money and Banking	3	Acct. 101—Introd. to Acct. I	3
Eng. 130—Bus. Letters	3	Mkt. 101—Prin. of Mkt.	3

THIRD YEAR

Acct. 102—Introd. to Acct. II	3	Fin. 250—Credits and Collections	3
Bus. Law 201—Business Law I	3	Bus. Law 202—Business Law II	3

FOURTH YEAR

Fin. 252—Fin. Statement Analysis...	3	Fin. 253—Problems in Credit Mgmt.	3
Bus. Adm. 220—Office Management.	3	Speech 101—Fundamentals of Speech	3

Students desiring to apply for the Associate or Fellow Award of the National Institute of Credit granted by the National Association of Credit Men should contact that organization, or consult the College Finance Department or Commerce Office for further information.

Certificate in Office Management

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Bus. Adm. 101—Introd. to Bus. Adm.	3	Bus. Adm. 220—Prin. of Off. Mgmt..	3
Acct. 101—Introd. to Acct. I.....	3	Acct. 102—Introd. to Acct. II.....	3

SECOND YEAR

Eng. 101—Composition I.....	3	Eng. 102—Composition II.....	3
Bus. Law 201—Bus. Law I.....	3	Bus. Adm. 245—Bus. Psychology....	3

THIRD YEAR

Bus. Adm. 221—Prob. of Off. Mgmt..	3	Speech 101—Fund. of Speech.....	3
Eng. 130—Business Letters	3	Pers. Adm. 210—Per. Administration	3

FOURTH YEAR

Bus. Adm. 350—Bus. Reports.....	3	Elective	3
Elective	3	Elective	3

The three optional courses must be chosen from among the following: Business Administration 200, 260; Business Law 202; Economics 234; Finance 250, 270.

Certificate in Personnel Administration

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Bus. Adm. 101—Introd. to Bus. Adm.	3	Bus. Adm. 200 or 220.....	3

SECOND YEAR

Acct. 101—Introd. to Acct. I	3	Econ. 102—Prin. of Economics.....	3
Econ. 101—Introd. to Economics....	3	Psych. 101—Psych. of Everyday Life.	3

THIRD YEAR

Speech 101—Fund. of Speech	3	Econ. 215—The Econ. Prob. of Labor	3
Pers. Adm. 210—Pers. Administration	3	Pers. Adm. 230—Employee-Employer Relations	3

FOURTH YEAR

Econ. 234—Elementary Statistics	3	Pers. Adm. 220—Employment Tech.	3
Economics 209 or 211	3	Pers. Adm. 340 or 350	3

Certificate in Purchasing Administration

The following program has the approval of the Purchasing Agent's Association of Chicago.

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Bus. Adm. 101—Introd. to Bus.	3	Econ. 101—Introd. to Econ.	3
Acct. 101—Introd. to Acct. I.	3	Acct. 102—Introd. to Acct. II.	3

SECOND YEAR

Eng. 130—Business Letters	3	Bus. Adm. 262—Purchasing Problems	3
Bus. Adm. 260—Purchasing	3	Mkt. 101—Principles of Marketing.	3
Acct. 203—Introd. to Cost Acct.	3		

THIRD YEAR

Bus. Law 201—Business Law I	3	Bus. Law 202—Business Law II.	3
Fin. 110—Money and Banking.	3	Bus. Adm. 220—Office Administration	3
Bus. Adm. 200—Industrial Mgmt.	3		

Certificate in Real Estate

A comprehensive sequence of subjects is offered in the field of Real Estate Principles and Practices. The following suggested program has the approval of the Chicago Real Estate Board.

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Econ. 101—Introd. to Economics.	3	Econ. 102—Economic Principles	3

SECOND YEAR

Eng. 130—Business Letters	3	Acct. 101—Introd. to Acct. I.	3
R. E. 111—R. E. Practice.	2	R. E. 250—R. E. Brokerage.	2

THIRD YEAR

Acct. 102—Introd. to Acct. II.	3	Bus. Law 201—Bus. Law I.	3
R. E. 285—R. E. Appraisals.	2	R. E. 286—Adv. R. E. Appraisals.	2
R. E. 261—Property Mgmt.	2	R. E. 275—Property Insurance.	2

FOURTH YEAR

Bus. Law 202—Bus. Law II.	3	Fin. 110—Money & Banking.	3
R. E. 230—Real Property Law.	2	R. E. 231—R. E. Conveyancing.	2
		Elective in Real Estate	2

Certificate in Secretarial Practice

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Sec. Pr. 101—Gregg Shorthand I	3	Sec. Pr. 102—Gregg Shorthand II	3
Sec. Pr. 111—Typewriting I	2	Sec. Pr. 112—Typewriting II	2
English 101—Composition I	3	English 102—Composition II	3

SECOND YEAR

Sec. Pr. 103—Gregg Shorthand III	3	Sec. Pr. 104—Gregg Shorthand IV	3
Sec. Pr. 113—Typewriting III	2	Sec. Pr. 120—Office Machines	3
English 130—Business Letters	3	Bus. Adm. 101—Introd. to Business	3

THIRD YEAR

Acct. 101—Introd. to Acct I	3	Acct. 102—Introd. to Acct. II	3
Econ. 101—Introd. to Economics	3	Bus. Adm. 220—Office Adm.	3
Elective	3		

Programs of study for other Certificate courses may be discussed with the Dean of the School of Commerce.

School of Commerce banquet, held in conjunction with all-day institute at which prominent business men were guest speakers.

SEQUENCES AND DESCRIPTION OF COURSES*

Course numbers ranging from 100 to 199 indicate that the course is open to freshmen as well as to other students. Courses numbered 200 or above are not open to freshmen.

Courses numbered 300 or above are open only to juniors, seniors, and post-graduate students.

All courses are offered tentatively. If registrations in any course are too small to justify giving it, the course will be withdrawn. Additional courses may be offered if sufficient interest is evidenced.

Each course carries three semester hours of credit, unless otherwise stated.

ACCOUNTING

INSTRUCTIONAL STAFF

Samuel W. Specthrie, *Chairman*
Abraham Agran
William P. Braker
William M. Cooper
Jacob Goldberg
Leonard I. Goodman
Paul S. Green
Esther S. Green
Bernard Karey
Harold Minkus
Samuel Roberman
Philip Y. Schwartz
Louis Shapiro
Irving Tenner

Certificate in Accounting: See program outlined on page 54.

The Accounting program of courses is designed to achieve three major objectives:

1. Provide general Commerce and Liberal Arts students with an understanding of the development and use of the accounting records and statements. For this purpose a two-semester course is given which covers the development and use of the records, accounts, and statements of merchandising and manufacturing concerns whether organized as proprietorships, partnerships, or corporations.
2. Provide non-accounting Commerce majors with the further accounting courses they need to strengthen them in their fields of specialty. Thus, Industrial Management and Marketing majors are offered courses in cost accounting and budgeting, while Finance majors may take courses in advanced accounting theory, investment mathematics and the analysis of financial statements.
3. Provide for those students interested in accounting as a profession all the courses needed to prepare them for work as the auditor, cost accountant, or comptroller of a single business; or as a public

*For descriptions of Music courses, see the catalog of the School of Music.

accountant. To attain this professional training purpose, the department offers each year in either the day or evening division courses in:

Elementary Cost Accounting	Accounting Systems
Advanced Cost Accounting	Elementary Auditing
Intermediate Accounting Theory	Audit Practice
Advanced Accounting Theory	Consolidated Statements
Elementary Federal Taxes	Budgetary Control
Advanced Federal Taxes	Governmental Accounting
Mathematics of Accounting	C.P.A. Problems

Proficiency examinations in Accounting:

Credit toward graduation is granted up to nine semester hours, for satisfactory completion of the proficiency examinations in Accounting. See the regulations as listed on page 34.

Degree Requirements for Students Majoring in Accounting

1. Accounting students must complete the 14 liberal arts courses as specified in paragraph 1 on page 51.

2. Accounting students must complete these elementary courses: Accounting 101, 102; Business Administration 101; Marketing 101; and Finance 110.

3. The following courses must also be completed: Accounting 203, 205, 215, 220, 223, 230, 255, and one additional accounting course; Business Law 201, 202, 203; Finance 200 and any other finance course numbered above 200.

4. To complete the 60 semester-hour commerce requirement, accounting students must complete six additional semester hours of work in the School of Commerce.

5. To complete the 120 semester hours required for graduation, students must complete an additional 18 semester hours of elective credit.

The above degree requirements supplement those listed on pages 51 and 52.

101. Introduction to Accounting I. No prerequisite. Covers: fundamental bookkeeping; basis of accounting; simple financial statements; control accounts; simple interest; promissory notes; capital and revenue expenditures; depreciation; forms of business organization; and partnership accounts.

102. Introduction to Accounting II. Prerequisite, Accounting 101. Presents the accounts of corporations and manufacturing businesses. Treats extensively: capital stocks; surplus; dividends; long-term debt; investments; manufacturing costs; and manufacturing statements.

203. INTRODUCTION TO COST ACCOUNTING. Prerequisite, Accounting 102. A study of the theory and technique of cost determination under the job lot, process, and operational methods of cost finding. Special attention is given to the methods of factory burden distribution and to the use by management of the cost data.

205. INTERMEDIATE ACCOUNTING. Prerequisite, Accounting 203. A study of advanced accounting theory on subjects as receivables; tangible and intangible fixed assets; investments; liabilities; funds; and reserves.

206. GOVERNMENTAL ACCOUNTING. Prerequisite, Accounting 203. The accounting principles and practices of governmental organizations; including fund accounting; revenues and expenditures; assets and liabilities; and reporting.

213. ADVANCED COST ACCOUNTING. Prerequisite, Accounting 205. A continuation of Accounting 203 with special emphasis on standard costs; controversial points of cost theory and procedure; and the handling of complex cost problems.

215. MATHEMATICS OF ACCOUNTING. Prerequisite, Accounting 205. Treats of the mathematics of simple and compound interest; insurance; logarithms; linear algebraic equations; investments; inventories; depreciation; and of the application of such mathematics to practical accounting problems.

220. ADVANCED ACCOUNTING. Prerequisite, Accounting 205. A continuation of Accounting 205 on subjects such as analysis of working capital; application of funds statement; partnerships; consignments; ventures; installment sales; correction of statements and books, receiver's accounts and statements.

223. ACCOUNTING PROBLEMS OF CONSOLIDATIONS, ESTATES, AND TRUSTS. Prerequisite, Accounting 220. A continuation of Accounting 220. Attention is centered on consolidated statements and the accounting problems of estates and trusts.

230. PRINCIPLES OF AUDITING. Prerequisite, Accounting 220. Presents the theory and technique of the commercial audit. The course includes the study of model audit work papers and the preparation of an audit report.

233. ADVANCED AUDITING. Prerequisite, Accounting 230. A more advanced and intensive study of Accounting 230 materials. Major attention is given to practical audit procedures; preparation of the audit work papers; and the writing of the audit report.

243. BUDGETARY CONTROL. Prerequisite, Accounting 205. A study of the various types of budgets (e.g., sales, advertising, production, labor, materials, plant and equipment, financial, etc.) and the procedures in connection with their installation and control.

250. ACCOUNTING SYSTEMS. Prerequisite, Accounting 205. A consideration of the problems of design and installation of accounting systems for special types of business, such as insurance companies, banks, railroads, brokerage firms and others.

255. INCOME TAX LAW AND PROCEDURE I. Prerequisite, Accounting 102. A course in the fundamentals of federal income taxes from the accounting point of view. Problems are assigned to give the student practice in the preparation of income tax returns for individuals, partnerships, corporations, estates, and trusts.

257. INCOME TAX LAW AND PROCEDURE II. Prerequisite 255. Among topics covered are tax free corporate re-organizations and exchanges, personal

holding company returns, improper accumulations of earned surplus, tax returns of estates and trusts, federal gift taxes, and installment sales tax accounting. The problems aim to give the students practice in the preparation of the various kinds of tax returns.

360. C.P.A. Review I. Prerequisite Accounting 223 and 230. Classroom practice under C.P.A. examination conditions on problems in all phases of accounting and auditing. The aim of Accounting 360 and 361 is to prepare the student for the State C.P.A. examination.

361. C.P.A. Review II. Prerequisite, Accounting 360. A continuation of Accounting 360. In conjunction with this course students are advised to take Business Law 301, C.P.A. Law Review.

390. Research in Accounting. Prerequisite, Accounting 220, and senior standing. One to four semester hours.

ADVERTISING

(Part of the Marketing Department)

Certificate in Advertising: See program outlined on page 54.

231. Principles of Advertising. Prerequisite, Marketing 200. A first course in advertising covering the field of advertising principles. The course deals with the uses of advertising; elements of advertisements; discussion of layout; copy techniques; newspapers; direct mail; outdoor advertising; streetcar advertising; radio advertising; promotions; and the use of research.

233. Advertising Media. Prerequisite, Advertising 231, or consent of instructor. This course deals with considerations of all available media, with emphasis on the most effective media choices as they relate to the special problems of the advertisers involved.

235. Advertising Copy Writing. Prerequisite, Advertising 231, or consent of instructor. Fundamental principles underlying the writing of copy for all types of advertising media. Laboratory sessions provide supervised writing practice on case problems selected from leading retail and national concerns. Slides illustrating selected advertising copy from various media will be discussed in class. Reading assignments, supplementing the practice writing, are selected from texts and advertising periodicals.

236. Advertising Layout Construction. Prerequisite, Advertising 231, or consent of instructor. This course covers the principles of layout construction as they relate to national and retail advertising. It emphasizes the fundamental principles of construction, the arrangement of the elements of the advertisement, and the making of practical layouts for all types of advertising media. Emphasis is placed on the copywriter's rather than the artist's approach to layout.

237. Advertising Production. Prerequisite, Advertising 231, or consent of instructor. This is a basic course in the mechanical aspects of printed advertising. The major processes of letterpress, lithography, and gravure printing are explored, with emphasis on modern typography, and the making of color photo-engravings and gravure positives. Classroom lectures and exercises, supplemented by color sound films and field trips through some of Chicago's Graphic Arts plants, give the student a working knowledge of current practice in the production of all printed media.

240. Radio Advertising. Prerequisite, Advertising 231. A survey of all phases of broadcast advertising and the current practices in the commercial sponsorship of radio and television programs.

350. PROBLEMS IN ADVERTISING. Prerequisite, fifteen semester hours in Advertising and senior standing. This course correlates the principles of advertising which have been studied in previous courses with the practices employed by advertising firms. Actual problems of leading retail and national concerns will be discussed. From current literature, contacts with advertising men, and trips to advertising concerns, the student gains an understanding of the requirements for various types of advertising work he may wish to enter.

390. RESEARCH IN ADVERTISING. Prerequisite, fifteen semester hours in advertising courses and senior standing. One to four semester hours.

AMERICAN CULTURE

INSTRUCTIONAL STAFF

Kendall B. Taft

The general objective of the program in this inter-departmental field of concentration is to acquaint the student with American history, institutions, and currents of thought. Emphasis is placed upon the historical and cultural elements of American civilization in the hope that the student will become aware of general trends and will acquire a unified understanding of the American past and present.

In addition to the required courses the student must complete one of the following requirements before the close of his senior year: (1) pass a comprehensive examination in the field of American Culture; (2) submit a satisfactory piece of research done under the direction of a member of a committee chosen from the departments represented, or in one of the research courses offered by the co-operating departments.

Major: Students electing a major sequence in this field should consult with the inter-departmental counselor in American Culture in their sophomore year, or as soon thereafter as possible.

The required courses are: American Culture 205; Economics 130; English 251 and 252; History 250, 251, 252, and 253; Philosophy 240; Political Science 110 and 210; Sociology 245. Before the close of his senior year the student must also complete *one* of the following requirements: (1) pass a comprehensive examination in the field of American culture; (2) submit a satisfactory piece of research done under the direction of a member of a committee chosen from the departments represented, or in one of the research courses offered by the co-operating departments.

205. THE AMERICAN HERITAGE. Prerequisite, sophomore standing and English 102. Required of all students who elect the inter-departmental major in American Culture, but open to other students. An introductory course dealing with the main currents of American thought and culture. In surveying the most significant aspects of the American heritage, numerous forces, movements, and institutions are discussed, among them: geographic backgrounds, the debt to European, Puritanism, religious liberalism, the Revolution, democracy, literary tastes, education, industrialism, social experiments and reform movements, the fine arts, humor and folklore, the Civil War, urbanism, science, imperialism, and internationalism.

ART

INSTRUCTIONAL STAFF

David C. Faegre Donald C. Baum B. Fred Wise

The art courses are designed to enable the student to enjoy the fine arts, to know the history and evolution of the arts, to be aware of the role of art in our present highly specialized and mechanized society, and to better understand the role of art as it impinges on his everyday living.

With the conviction that we are all potential artists, a number of introductory laboratory courses are offered utilizing a wide variety of media to enable the student to experiment and create with his own hands objects of aesthetic value. This work may lead to greater enjoyment and understanding of art, provide a hobby, or form a basis for further training in art. In addition there is a course designed specifically for those wishing to teach arts and crafts in the elementary school. (See Education 222).

Students desiring to continue in this field may select a major sequence in Fine Arts, or in Art Education, by continuing their training at the Art Institute or some other approved art school, as may be arranged in consultation with an adviser in Art. Particular attention should be given to the necessity of beginning this advanced work before the junior year, as the History of Art I and II requires two school years for completion, and to the fact that Art Institute day school classes are reserved for full-time Art Institute students. The same instruction is available to Roosevelt College students in the evening, Saturday, and Summer School classes at the Art Institute. Qualified students may attend the Institute of Design for day classes when arranged with an adviser in Art.

Major in Fine Arts

The following suggested sequence of courses may be taken at Roosevelt College and the Art Institute. It comprises not less than 40 semester hours in Art, nine semester hours of which are to be in theory and analysis.

Introductory courses at Roosevelt College:

Art 110, 111, 115, 116, 120.

Applied Art at the Art Institute:

General Drawing, Design (pattern), Design (volume), Color, Figure Drawing (basic and advanced), plus 7½ semester hours selected from the following courses: Anatomy, Figure and Portrait Painting, Lettering, Sculpture, Still Life Painting.

Theory and analysis at the Art Institute:

History of Art I and II, and Design Lecture.

Major in Art Education

The sequence of courses is the same as listed for Fine Arts major, except that courses in Anatomy, Figure and Portrait Painting, Lettering, Sculpture, and Still Life Painting will not be required.

With the 32 semester hours in Art, one of the following sequences of courses offered by the Department of Education will be required:

For those desiring to teach at the Elementary School level:

Education 201, 202, 205, 206, 222, 255.

For those desiring to teach at the High School level:

Education 201, 202, 203, 204, 222.

101. THE ENJOYMENT OF THE FINE ARTS. No prerequisite. Introduces the student to the historic styles of architecture and to the emotional and intellectual aspects of sculpture and painting, with works of art as documents of human thought.

110. FREEHAND DRAWING. No prerequisite. An introductory couse including still life, landscape and figure drawing and sketching using charcoal and pastels. Instruction includes composition and perspective. Double period. Two semester hours.

111. VISUAL FUNDAMENTALS. No prerequisite. A study of the principles of visual representation approached abstractly to acquaint the student through experimentation with the possibilities of line, color, texture, and space. Double period. Two semester hours.

115. PAINTING I. Prerequisite, Art 110 or Art 111, or consent of instructor. Various mediums will be used in painting a variety of subject matter. Composition and color will be studied. Double period. Two semester hours.

116. PAINTING II. Prerequisite, Art 115, or consent of instructor. A continuation of the study of techniques and materials of painting, as begun in Painting I. Painting surfaces will be prepared. Double period. Two semester hours.

120. CRAFTS I. No prerequisite. An introdustory laboratory course giving instruction in design, tools and materials used in a wide variety of artistic crafts, which are important both as hobbies and as vocations. A course designed to fit the needs of the individual student. Double period. Two semester hours.

121. CRAFTS II. Prerequisite, Art 120, or consent of instructor. Hours to be arranged with instructor. For advanced students who will be able to work under less supervision. A continuation of Crafts 120. Double period. Two semester hours.

150. GENERAL PHOTOGRAPHY. No prerequisite. Introductory physics and chemistry of photography; special photographic techniques. Lecture and laboratory. Two semester hours.

222. ARTS AND CRAFTS IN THE ELEMENTARY SCHOOL. (See Education 222.) Required of all Education Majors.

BIOLOGY DEPARTMENT

INSTRUCTIONAL STAFF

Charles H. Seevers, *Chairman*
George P. Butterfield
Victor H. Dropkin
Jane Elchlepp
Bernard Greenberg
Thomas A. Hart
Donn Jordan
James Kezer
Paul C. Shelley

The principal aim of the Biology Department is to acquaint the student with the important facts and principles of biology. Current viewpoints on biology are stressed and a broad basis in the biological sciences is provided for certain professions and vocations. In cooperation with other science departments, preprofessional sequences are offered for students who wish to enter the field of medicine, dentistry, pharmacy, nursing, medical technology, professional biology, and teaching.

The Biology Department, believing that the biological sciences have much to offer of cultural value, participates in the general education program of the College by offering courses in human biology. The biology of man is of value as the central theme of a vast segment of the general education program. Similarly vital is knowledge of the living organism, its functions and processes, the maintenance of species, adaptation and survival. Of value also is awareness of the bearing of biology on social problems, and of social and personal responsibility.

These courses contribute to the understanding of the methods of science as employed in the pursuit of biological problems. The student is expected to demonstrate a fair degree of competence in the skills associated with the application of scientific methods: ability to observe accurately, to manipulate biological apparatus and materials, to organize and analyze data, and to use the experimental method.

Biology Major: Twenty-four semester hours of biology courses in addition to Biology 111. This sequence must include Biology 112 and must be approved by the Department. Transfer students must complete at least two courses in the Department.

The Department recommends that students who major in biology complete a minor sequence in chemistry. Mathematics 115 and Physics 111 and 112 are also recommended.

Biology-Chemistry Major. The purpose of this sequence is to provide the basic training in chemistry and biology so that a student may qualify for certain positions in which this knowledge is essential (e.g., food or pharmaceutical industries). This is not, however, a major in biochemistry. The student must satisfy the general requirements for the B.S. degree as outlined on page 46, and the specific requirements as follows: Biology 111, 115 (or 112), 200, 260, and 300; Chemistry 116, 117, 216, 314, and 236;

Mathematics 101; Physics 111 and 112. Mathematics 115 is recommended. All of the courses in biology and chemistry must have been passed with a grade of C or better. No minor is required.

A limited number of assistantships in biology is available each semester to qualified undergraduates.

101. HUMAN BIOLOGY I. No prerequisite. Man as an individual. The structure, function, and maintenance of the human body. This course and 102 are required of students who do not expect to take laboratory courses in biology. Lectures and demonstrations. No credit if taken after Biology 111.

102. HUMAN BIOLOGY II. Prerequisite, Biology 101. Man as a species of animal. Reproduction, growth, heredity, evolution, and ecology of man are discussed. The second course for non-science students. Lectures and demonstrations.

111. GENERAL ZOOLOGY. No prerequisite. The basic principles of zoology are discussed and are illustrated by laboratory studies of representative animals. The first course for professional students and biology majors. May be taken after 101 or 102. Lectures and laboratory. Four semester hours.

112. COMPARATIVE VERTEBRATE ANATOMY. Prerequisite, Biology 111. The anatomy and evolution of vertebrate organ-systems. Representatives of various vertebrate classes are studied in the laboratory. A course for premedical students and biology majors. Lectures and laboratory. Five semester hours.

115. INTRODUCTION TO ANATOMY. Prerequisite, Biology 102 or 111. A course in the fundamentals of mammalian anatomy, with some emphasis on human anatomy. The lectures stress functional anatomy. A thorough study of cat anatomy is made in the laboratory. Two lectures and one laboratory period each week. This course parallels Biology 112 and credit will not be given for both courses. Designed for science students minoring in biology, predental students, medical technology majors, and prenursing students.

121. GENERAL BOTANY I. No prerequisite. A basic course in the morphology, physiology, and ecology of seed plants. Lectures and laboratory. Four semester hours.

122. GENERAL BOTANY II. Prerequisite, Biology 121. A continuation of Biology 121, stressing the evolution of the plant kingdom. Structure, life history, and classification of representative plants are studied. Some attention is given to the local flora. Lectures and laboratory. Four semester hours.

200. VERTEBRATE PHYSIOLOGY. Prerequisite, Biology 112 or 115. Strongly recommended: Chemistry 116. A fundamental course in the functions of vertebrate organ-systems. The physiology of the mammalian body is stressed. Lectures, discussions, and laboratory. Four semester hours.

210. INVERTEBRATE ZOOLOGY. Prerequisite, Biology 111. The structure, relationships, life-histories, activities, and economic importance of the invertebrate animals (excluding insects). Lectures, discussions, and laboratory. Four semester hours.

215. ENTOMOLOGY. Prerequisite, Biology 111 or consent of the instructor. A fundamental course in the biology of insects. Structure, classification,

activities, life histories, and economic importance are discussed. Lectures, discussions, and laboratory. Four semester hours.

220. VERTEBRATE EMBRYOLOGY. Prerequisite, Biology 112 or 115. The fundamentals of vertebrate development, especially as they pertain to bird and mammal embryos. Origin of germ cells, fertilization, cleavage, origin of germ layers, embryo formation, embryonic membranes, placentation and organogeny are discussed. Laboratory studies of bird and mammal embryos. Lectures and laboratory. Four semester hours.

244. ANIMAL BEHAVIOR. Prerequisite, Biology 102 or 111; Psychology 101. A comparative study of behavior patterns as they relate to types of nervous systems in the animal kingdom. The ecology of behavior: responses to physical and biotic environments, including social organization. The physiology of behavior; the endocrines, and neurological basis. Developmental aspects of behavior: the endocrines, and neurological basis. Developmental aspects of behavior in vertebrates. Recent advances in analysis of instincts and learning.

250. HEREDITY. Prerequisite, Biology 111 or 102. An introduction to genetics, including the laws of heredity, the role of hereditary factors in developmental physiology, and the relation between heredity and evolution. Lectures, discussions, and a few laboratory experiments.

260. GENERAL BACTERIOLOGY. Prerequisite, Biology 111, Chemistry 116. Strongly recommended: Chemistry 216. The fundamental principles of bacteriology and their applications. Special attention is given to laboratory study of representative bacteria and allied microorganisms. Lectures and laboratory. Four semester hours.

300. MAMMALIAN HISTOLOGY. Prerequisite, Biology 112 or 115. The fundamentals of microscopic anatomy. Laboratory studies of cells, tissues, and organs supplement the lectures and discussions. Four semester hours.

301. HISTOLOGICAL TECHNIQUE. Prerequisite, Biology 300 or consent of instuctor. Theory and application of the methods of preparation of animal tissues for microscopic examination. Lectures and laboratory.

310. PARASITOLOGY. Prerequisite, Biology 112 or 115, or consent of instructor. Animal parasites and their relationships to man. Appoximately one-third of the course is devoted to each of the following: protozoology, helminthology, and medical entomology. Lectures and laboratory. Four semester hours.

320. ENDOCRINOLOGY. Prerequisite, Biology 112 or 115. Recommended, Biology 200. An introduction to the structure, development, evolution and function of the glands of internal secretion. Discussion centers about the vital role of hormones in coördinating the activities of the body and regulating the organism's responses to its environment. Stress is placed on applications of this new subject to the student's particular interest, such as medicine, psychology or research. Lectures and demonstrations.

321. ENDOCRINOLOGY LABORATORY. Prerequisite, Biology 320 or concurrently. The maintenance and breeding of an animal colony, anaesthesia and surgery, injections, keeping records, autopsy, analysis of data, preparation of abstracts and reports. Limited to 12 students. One semester hour.

360. ADVANCED BACTERIOLOGY. Prerequisite, Biology 260. A more detailed study of application of bacteriology to human life and activities. Especial attention is given to the fields of industrial and medical microbiology. Lectures and laboratory. Four semester hours.

BUSINESS ADMINISTRATION

INSTRUCTIONAL STAFF

Robert J. Schubach, *Chairman*

Norman Bailey
Mary Dale Buckner
Elbert C. Flora
Seymour I. Mandell

Certificates in Office Management and Purchasing Administration: See programs outlined on pages 55-56.

The principal objectives in Business Administration courses are to equip the student for administrative responsibility—the responsibility of operating a business or division of a business—for "making ends meet" as distinguished from the more specialized business functions serviced by other departments of the School of Commerce. Basic in scholastic preparation for such business responsibility is a mastery of customary forms of business organization and an intimate familiarity with the administrative process through which business ideas and policies are converted into products and profits.

Courses and on-the-job training are planned to make it "second nature" for prospective businessmen to (a) recognize an economic need or a market as the basis for a successful business and (b) plan the servicing of such need or market in a way that is both profitable for the participating capital and labor and socially efficient from the standpoint of the community served. This latter is stressed as a civic and very practical responsibility. It is the responsibility of free enterprise to operate in a way that will not accentuate extremes of profit and panic—that will encourage mutual as opposed to unilateral advantage in business and thus encourage stability and full employment.

Specific courses launch the student first into a survey of standard types and techniques for doing business, followed by principles of industrial management, office administration, business psychology, the principles of purchasing, personnel administration, budgeting, business law, transportation and finance.

Degree Requirements for Students Majoring in Business Administration

1. Students must complete the 14 liberal arts courses as specified in paragraph 1 on page 51.
2. Students must complete these elementary courses: Accounting 101, 102; Business Administration 101; Marketing 101; and Finance 110.
3. The following courses must also be completed: Business Administration 200, 220, 245, 380, and one additional Business Administration course; Finance 270, and Finance 200 or 250; Personnel Administration 210; Business Law 201, 202; Economics 234 and one other advanced economics course.

4. To complete the 60 semester-hours commerce requirement, students must complete nine additional semester hours of work in the School of Commerce.

5. To complete the 120 semester hours required for graduation, students must complete an additional 18 semester hours of elective credit.

The above degree requirements supplement those listed on pages 51-52.

101. INTRODUCTION TO BUSINESS. No prerequisite. A survey of the types, functions, organization, operation, controls, and problems of business enterprises.

200. INDUSTRIAL MANAGEMENT. Prerequisite, Business Administration 101. A study of such problems of production management as plant location and layout; material control; personnel; production; and wage incentives.

220. PRINCIPLES OF OFFICE MANAGEMENT. Prerequisite, Business Administration 101. A study of office routines (purchase orders, sales orders, personnel processing, etc.); office services (typing, shorthand, duplicating, filing, calculating, etc.); letter preparation, form construction and reproduction.

221. PROBLEMS OF OFFICE MANAGEMENT. Prerequisite, Business Administration 220. A study of management principles, methods, and controls applied to the office. Drill in the use of process charts, work measurement, techniques, and work simplification.

240. ECONOMIC GEOGRAPHY. Prerequisite, Business Administration 101. A study of the effect of natural and cultural resources and physical conditions of the earth on location and growth of industry and trade. The economics of production and processing of world basic commodities and the geographical distribution of markets will receive prime attention.

245. BUUSINESS PSYCHOLOGY. Prerequisite, Psychology 101. A study of the contributions of scientific psychology to an understanding and solution of problems of personnel management, working efficiency, salesmanship, advertising, and market research. (See Psychology 245).

250. PRINCIPLES OF TRANSPORTATION. Prerequisite, Economics 102. An examination of public transportation facilities (railroad, water, air and motor carriers) from a general-economic and an individual-business point of view.

251. INDUSTRIAL TRAFFIC MANAGEMENT. Prerequisite, Business Administration 250, or consent of instructor. A study of the problems of the industrial traffic department. Two semester hours.

260. PURCHASING. Prerequisite, Business Administration 101. The principles and practices of centralized purchasing procedure for industrial concerns.

262. PURCHASING PROBLEMS. Prerequisite, Business Administration 260, or concurrently. A case study of actual purchasing problems.

350. BUSINESS REPORTS. Prerequisite, junior standing. Practice in the preparation of business reports on marketing, finance, production, personnel and general management problems. This course includes a survey of the aids a business reference library can give a business man.

380. BUSINESS POLICIES. Prerequisites, senior standing and work in at least three fields of business study. This course is designed to integrate the student's knowledge of business procedures. Through a study of case problems, training in the analysis and solution of complex business situations is provided.

390. RESEARCH IN BUSINESS ADMINISTRATION. Prerequisite, twelve semester hours in Business Administration and senior standing. One to four semester hours.

BUSINESS LAW

INSTRUCTIONAL STAFF

Gertrude S. Mettel, *Chairman of the Business Law Division*
Lee M. Burkey, Jr. Bernard M. Kaplan Milton Ruben

Principal objectives in the teaching of Business Law are:

1. To have the prospective business man acquire substantial familiarity with individual and corporate rights in customary business practices.
2. To acquaint students with the content and use of common legal documents such as leases, mortgages, deeds, contracts of sale, negotiable instruments and the various insurance policies.
3. To equip accounting majors with legal information to guide them in auditing and the preparation of reports, also to prepare for successful C.P.A. examination.

201. BUSINESS LAW I. No prerequisite. An orientation course which develops basic information and concepts and sets forth the sources of the existing state of the laws which affect business, business organizations, and business relations. This course seeks to develop in the student a knowledge and understanding of the basic principles of contract law together with the ability to apply these principles, in same or modified form, to the relations of agency, partnerships, and corporations. The course purposes to develop a tool of analysis of legal problems and situations for use in this and subsequent courses.

202. BUSINESS LAW II. Prerequisite, Business Law 201. A lecture, discussion, and problem-solving course for students interested in the substantive rules of law of market relations and financial and security devices. The course deals with bailments, carriers, sales, suretyship and guaranty, negotiable instruments, and insurance.

203. BUSINESS LAW III. Prerequisite, Business Law 201. Primarily a course in legal property relations. Cursory survey is made of the law of deeds, leases, mortgages, wills, and bankruptcy.

301. C.P.A. LAW REVIEW. Prerequisite, Business Law 201 and 202, and consent of instructor. A review of legal principles and their application to case problems presented in C.P.A. examinations in law given by the Board of Examiners. A course designed to familiarize the student with the techniques of analysis and handling of legal problems.

CHEMISTRY

INSTRUCTIONAL STAFF

Warren P. Cortelyou, *Chairman*
Van V. Alderman
Clarence Arenberg
Edward M. A. Chandler
Alba Mazzitelli
Emanuel Merdinger
Nicholas Nicolaides
Nathan Yagol

The courses offered by the Department of Chemistry are designed to:

A. Give essential training for:

(1) workers in the chemical industries at various levels

(2) prospective students of medicine and dentistry

(3) prospective teachers of science in the public schools

(4) prospective students of chemistry in the graduate schools,

B. Broaden the student's understanding of the physical aspects of his and other cultures.

Major: Chemistry 116, 117, 216, 236, plus eight semester hours of advanced chemistry electives. Other required courses: Mathematics 101, 102, 103; Physics 111, 112. Recommended: Mathematics 115, 203, 204; Physics 211, 212 (in place of 111, 112); Chemistry 361, 362. Chemistry majors transferring from other schools must take at least one advanced chemistry course, including laboratory, at Roosevelt College. This program should be chosen by students who expect to teach in high school or enter industry as technical salesmen. The limited requirements leave sufficient time to take education or commerce courses and many other useful combinations.

Professional Major: Chemistry 116, 117, 216, 217, 236, 237, 351, 352, 361, 362, plus an advanced theory course and a second advanced course which includes laboratory. Other required courses: Mathematics 101, 102, 103, 203, 204; Physics 211, 212. Recommended: Mathematics 115. Professional chemistry majors transferring from other schools must take at least two advanced chemistry courses, one including laboratory, at Roosevelt College.

This program is patterned after the one recommended by the American Chemical Society for the professional training of chemists. Any one who expects to continue the study of chemistry in the graduate school or to earn his living in a chemistry laboratory should complete this professional program. In any event, the Department will not recommend a student to the graduate school unless he has received credit in Mathematics 204 and Chemistry 362.

Chemistry-Biology Major: A student may take the Bachelor of Science degree with his major interest divided between chemistry and biology. This plan may be used by a premedical student who wishes to take a degree before entering the medical school or by a student who plans to enter the food or pharmaceutical industries. The following courses are required for this degree: Chemistry 116, 117, 216, 236, 314; Biology 111, 112 (or 115), 200, 260, and 300; Mathematics 101; Physics 111, 112. Recommended: Mathematics 102, 115. The student must maintain an average grade of C in all biology and chemistry courses taken. No minor is required.

Chemistry

Suggestions regarding the order in which chemistry courses and related courses should be taken may be obtained, in mimeographed form, from any chemistry teacher or registration adviser.

A limited number of assistantships in chemistry is available each semester to qualified undergraduates.

100. Introductory General Chemistry. No prerequisite. Two lectures and four hours of laboratory per week. Does not count toward a chemistry major or minor. Broad general survey of chemistry. Elementary principles of inorganic chemistry. The objectives of qualitative and quantitative analysis, organic, physical, and nuclear chemistry. A description of the services of chemistry to agriculture, medicine, and industry. Four semester hours.

111. General Chemistry. Prerequisite, one year of high school algebra or Mathematics 99 and one year of high school chemistry or Chemistry 100. Two lectures and four hours of laboratory per week. A shorter substitute for Chemistry 116. Principles of inorganic chemistry, including atomic theory and atomic structure, classification of the elements, molecular and atomic weights, oxidation and reduction, solutions, and chemical equilibrium. Four semester hours.

112. General Chemistry and Qualitative Analysis. Prerequisite, Chemistry 111. Two lectures and four hours of laboratory per week. A shorter substitute for Chemistry 117. The properties of the elements and their compounds from the point of view of atomic structure and the periodic table. The principles of chemical equilibrium and the ionization theory are repeatedly applied to reactions of analytical and industrial importance. The laboratory will serve mainly as an intoduction to qualitative analysis. (See Chemistry 222.) Four semester hours.

116. General Chemistry. Prerequisite, one year of high school algebra or Mathematics 99 and one year of high school chemistry or Chemistry 100. Three lectures and four hours of laboratory per week. Principles of inorganic chemistry: the kinetic-molecular theory, atomic structure and the periodic table, oxidation-reduction, solutions, chemical equilibrium, and the study of some representative non-metals and metals. Five semester hours.

117. General Chemistry and Systematic Qualitative Analysis. Prerequisite, Chemistry 116. Three lectures and four hours of laboratory per week. The study of the elements and their compounds from the points of view of atomic structure, the periodic table, and qualitative analysis. The principles of chemical equilibrium and of ionization theory are repeatedly applied to reactions of industrial and analytical importance. The laboratory work is primarily qualitative analysis. Five semester hours.

211. Organic Chemistry I. Prerequisite, Chemistry 117 (or 112). Two lectures and four to six hours of laboratory per week. A night school substitute for Chemistry 216. A selected body of factual and theoretical material involving the study of the functional groups of both aliphatic and aromatic compounds. Four semester hours.

213. Organic Chemistry IIA. Prerequisite, Chemistry 211. Two lectures and four to six hours of laboratory per week. A night school course substitute for Chemistry 217. An advanced study of both aliphatic and aromatic compounds. Four semester hours.

215. ORGANIC CHEMISTRY IIB. Prerequisite, Chemistry 213. Two lectures and four to six hours of laboratory per week. Chemistry 211, 213, and 215 cover the same topics as Chemistry 216 and 217. Four semester hours.

216. ORGANIC CHEMISTRY I. Prerequisite, Chemistry 117 (or 112). Three lectures and four to six hours of laboratory per week. Required of chemistry majors and premedical students and required of medical technicians who expect to take Chemistry 314. A selected body of factual and theoretical material involving the study of the functional groups of both aliphatic and aromatic compounds. Five semester hours.

217. ORGANIC CHEMISTRY II. Prerequisite, Chemistry 216. Three lectures and four to six hours of laboratory per week. Required of professional chemistry majors and recommended for students who plan to do advanced scientific work in medicine or chemical engineering. A continuation of the study of aliphatic and aromatic compounds on a more advanced level. Five semester hours.

221. INTRODUCTION TO PHYSICAL CHEMISTRY. Prerequisite, Chemistry 117. Three lectures per week. No laboratory. The student may receive credit for Chemistry 221 or 361, but not for both. A simplified course in physical chemistry required of premedical students, emphasizing the physical chemistry of dilute solutions. Three semester hours.

222. SYSTEMATIC INORGANIC QUALITATIVE ANALYSIS. Prerequisite. Chemistry 112. Two lectures and six hours of laboratory per week. Chemistry 111, 112, and 222 together cover the topics of Chemistry 116 and 117. Qualitative analysis and chemical equilibrium. The theory of chemical equilibrium in dilute water solutions is studied and applied to the systematic analysis of numerous unknowns made up from metals and their salts. Four semester hours.

231. INORGANIC QUANTITATIVE ANALYSIS I. Prerequisite, Chemistry 117. One lecture, one quiz section, and six hours of laboratory per week. Given in the night school in place of Chemistry 236. Mostly volumetric analysis with one or two experiments in gravimetric analysis. Acid-base, oxidation-reduction, and precipitation titrations. Four semester hours.

232. INORGANIC QUANTITATIVE ANALYSIS II. Prerequisite, Chemistry 231 (or 236). Two lectures and six hours of laboratory per week. Given in the night school in place of Chemistry 237. Instrumental Analysis. Use of the pH meter. Use of electrical equipment for acid-base, oxidation-reduction, and precipitations. Use of special equipment for electrodeposition, polarography, spectrophotometry, and conductimetric analysis. The theory of these instruments and a number of others is studied. Four semester hours.

236. INORGANIC QUANTITATIVE ANALYSIS I. Prerequisite, Chemistry 117. One lecture, one quiz section, and eight hours of laboratory per week. Required of all professional chemistry majors. Same topics as in Chemistry 231, with additional laboratory work. Five semester hours.

237. INORGANIC QUANTITATIVE ANALYSIS II. Prerequisite, Chemistry 236 (or 231). Two lectures and eight hours of laboratory per week. Required of all professional chemistry majors. Same topics as in Chemistry 232, with additional laboratory work. Five semester hours.

305. ORGANIC QUALITATIVE ANALYSIS. Prerequisite, twenty hours of chemistry, including Chemistry 217. One lecture and six hours of laboratory per week. For professional chemistry majors. Lecture and laboratory scru-

tiny of those likenesses and differences in the physical and chemical properties of organic compounds which permit in a more or less systematic fashion their isolation, characterization, and identification. Unknowns. Problems. Three semester hours.

306. ORGANIC MECHANISMS. Prerequisite, twenty-five semester hours of chemistry, including Chemistry 217. Three lectures per week. For professional chemistry majors. Lecture presentation and discussion of the more successful physical chemical theories which, by analysis of the factors influencing reactions, seek to interpret the course of such organic reactions as multiple bond addition, metathesis, replacement, polymerization and molecular rearrangement. Electron and stereochemical theories are to be emphasized. Research papers and problems. Three semester hours.

307. ORGANIC PREPARATIONS. Prerequisite, twenty semester hours of chemistry, including Chemistry 217. One lecture and six hours of laboratory per week. For professional chemistry majors. Practice and discussion of those fundamental techniques and reactions generally useful in the synthesis of organic compounds: condensation, addition, metathesis, replacement, molecular rearrangement as effected within various environments. Twelve preparations. Research papers. Three semester hours.

314. BIOCHEMISTRY. Prerequisite, Chemistry 216 (or 211). Three lectures and two to three hours of laboratory per week. This course is especially designed for students majoring in biology and chemistry, majors in chemistry, medical laboratory technicians and students intending to do graduate work in biochemistry. A general course covering the carbohydrates, proteins, fats, enzymes, vitamins related with plant and animal life. The chemistry of respiration, digestion, absorption, secretion and excretion. Lectures, recitations, discussions, and laboratory. Four semester hours.

323. INTERMEDIATE INORGANIC CHEMISTRY. Prerequisite, Chemistry 216, 236. Three lectures per week. For professional chemistry majors. A more advanced study of atomic structure, the properties of the elements and their compounds, and the Periodic Table. Three semester hours.

324. INORGANIC PREPARATIONS. Prerequisite, Chemistry 216, 236. One class hour and five laboratory hours per week. For professional majors. The preparation of various types of inorganic compounds, including co-ordination compounds. Will involve practice of general methods of manipulating inorganic substances, such as crystallation, distillation, and sublimation. Three semester hours.

351. HISTORY OF CHEMISTRY. Prerequisite, twenty semester hours in chemistry. Two lectures per week. No laboratory. Required of professional majors. A study of the evolution of the major ideas and principles in chemistry and of the lives of the men who developed them. Two semester hours.

352. USE OF CHEMICAL LITERATURE. Prerequisite, Chemistry 211, 231. Two lectures per week. No laboratory. Required of professional majors. Survey and summary of the resources of a typical chemical library and application of this knowledge to the solution of individual problems in chemical bibliography and abstracting. Two semester hours.

361. PHYSICAL CHEMISTRY I. Prerequisite, Chemistry 211, 231; Mathematics 204; Physics 212. Three lectures and one laboratory period per week. Re-

quired of professional majors. A study of gases, elementary thermodynamics, solutions, surface chemistry, atomic and molecular structure. Four semester hours.

362. PHYSICAL CHEMISTRY II. Prerequisite, Chemistry 361. Three lectures and one laboratory period per week. Required of professional majors. Ionic equilibria, homogeneous and heterogeneous equilibria, transference and conductance, principles of electrochemistry, kinetics of reactions. Four semester hours.

363. EXPERIMENTAL PHYSICAL CHEMISTRY. Prerequisite, Chemistry 362 or concurrently. No lectures. Four to six hours of laboratory per week. For professional majors. A laboratory course designed to give the student futher training in the techniques of physico-chemical measurements. Two semester hours.

366. CHEMICAL THERMODYNAMICS. Prerequisite, Chemistry 362. Three lectures per week. No laboratory. For professional majors. A lecture course consisting of the principles of thermodynamics and their application to surfaces and colloidal systems. Three semester hours.

367. SURFACE CHEMISTRY, COLLOIDS. Prerequisite, Chemistry 362. Three lectures per week. No laboratory. For professional majors. A lecture course designed to acquaint the student with the theories and properties of surfaces and colloidal systems. Three semester hours.

391. SPECIAL PROBLEMS IN CHEMISTRY. Prerequisite, invitation from an instructor and consent of the department chairman. An opportunity for the chemistry major to develop his aptitude for independent research. Two to five semester hours.

CULTURE STUDIES

INSTRUCTIONAL STAFF

Otto Wirth, *Chairman*

Dalai Brenes	Jerzy Gliksman	Lorenzo D. Turner
Rose Hum Lee	Helmut Hirsch	Percy Whiteing
	Martin O. Soderback	

Scientific and technological achievements have brought the hitherto isolated peoples of the world face to face in a global community. They cannot understand one another because of differences in language. Even when the language barrier is overcome, they find a good neighbor policy difficult because the ideas, customs and aspirations of one people do not make sense to the others.

Roosevelt College was founded as the result of an effort to provide equality of educational opportunity, regardless of ancestry or ancestral differences. Believing in the worth and potentialities of men, whatever their background, the Faculty of Roosevelt College has concerned itself with the means of overcoming the devisive effects of differences in cultural heritage. In addition to what is attempted in many departmental courses the Faculty has approved the organization of a number of Culture Studies

which are designed to acquaint the student with the various culture areas of the world. The cultures studied are universally significant and the period chosen for study is important for its own people as well as significantly related to contemporary world problems.

When the student has learned to interpret a people's culture intelligently, he may find that the people whom he has studied have political and other interests which are antagonistic to his own. But whether self-interest dictates cooperation or rivalry, an improved understanding of diverse cultures should reduce intercultural fear and suspicion which prevent men from assessing intelligently their international and interracial relations.

From time to time the Faculty will change the list of Culture Studies. The offerings during the current academic year will be drawn from the following list:

210. LATIN-AMERICA.
220. INDIA.
230. GERMANY SINCE 1870.
240. AFRICAN CULTURE AND ITS SURVIVALS IN THE NEW WORLD.
250. SCANDINAVIA.
260. CHINA.
270. FRANCE SINCE 1870.
280. JAPAN.
290. MODERN RUSSIA.

Prerequisite, sophomore standing.

ECONOMICS

INSTRUCTIONAL STAFF

Walter Weisskopf, *Chairman*

Joseph Hackman
Albert B. Halasi
Sara Landau
Abba P. Lerner
Charles A. Orr
Rolf A. Weil

The Department of Economics holds its primary purpose to be the teaching of factual economic knowledge and of interpretative economic analysis in order to help the students to understand the operation of the economic system. The students will be familiarized with the analytical frame of reference which economists have developed and are currently developing, as tools for the interpretation of economic facts. In addition to transmitting the existing body of economic knowledge and of economic analysis the department stresses in its offerings the interrelation among the various social sciences and endeavors to educate students by preparing them for better citizenship through enlightened rational social action.

Major. The offerings of the Department can be grouped as follows:

1. Courses required of all majors in economics: Economics 101, 102; Finance 110; Economics 234, 240, and 250.
2. Price theory: 250, 251, 302, and 330.
3. Macro-Economics and Dynamic theory: 201. 240, 280 and 285.
4. Labor: 209, 211, 215, 277 and 290.
5. Public Finance: 272, 273.
6. International Economics: 270, 271.
7. Institutional Economics: 190, 220, 221, 239.
8. Historical Economics: 130, 203, 233, 302.
9. Statistics: 236, 335.
10. Methodology: 390, 392.

Majors are required to take all courses listed in Group 1 and at least four courses, each one in a different group (groups 2 to 10 above), to be approved by their departmental adviser. For those who intend to proceed with graduate studies in economics, Economics 236, 335, and Mathematics 101, 102, 103, and 204 are recommended. One year of accounting is recommended. Courses in related fields, such as Political Science, Sociology, Psychology, and Philosophy should be taken as electives.

101. Introduction to Economics. No prerequisite. A general survey of basic economic facts, concepts and problems of a descriptive and institutional nature, dealing with the principal characteristics and funtions of an economic system, monopoly and competition, public control of business, national income and its distribution, the institutional aspects of money and credit, and of economic fluctuations.

102. Economic Principles. Prerequisite, Economics 101. An introduction to the principles and techniques of economic analysis, specifically dealing with the operation of the market system in determining relative prices, pure and imperfect competition, marginal productivity theory and an analysis of profits, interest and wages.

110. Money and Banking. (See Finance 110.)

130. Economic History of the United States. No prerequisite. A general survey of the economic development of the United States.

190. Consumer Economics. Prerequisite, Economics 101. A study of the role of consumers in the economic system; advertising, fashion and other forces influencing consumer choice; government activities in behalf of consumers, and consumer organizations. Emphasis is given to the development and the role of consumer cooperatives in the United States and abroad.

201. Current Economic Problems. Prerequisite, Economics 102 or consent of the instructor. The course deals with important economic problems and policies of current interest, especially with the problems of establishing and maintaining full employment. Especially recommended for students not majoring in economics.

Economics

203. European Economic History. Prerequisite, Economics 101, History 101, or consent of instructor. A discussion of the concept, origin and development of capitalism from the Middle Ages to the present. The interrelations between cultural and economic development, as presented in the writing of Max Weber and Werner Sombart, exemplified by the facts of European economic history are studied.

209. Unionism and Labor Organizations. Prerequisite, Economics 101. History, structure, and functions of unionism and labor organizations in the United States and abroad.

211. Labor and Government. Prerequisite, Economics 101. A study of the part played by the legislative bodies, the courts, and law enforcement agencies in disputes between labor organizations and management; with specific analysis of significant disputes, legislation and court decisions.

215. The Economic Problems of Labor. Prerequisite, Economics 102. The historical development of the position of wage earners in the economy; the nature of the labor market; theories of wages; wage determination and other economic issues in collective bargaining; problems of unemployment, insecurity and inequality affecting labor.

220. Industrial Combinations and Monopoly. Prerequisite, Economics 101. A study of the conditions which lead to the development of monopolies and combinations; the problems of public policy, created by the attempt of their control and regulation. A review of the present American economic structure.

221. Social Control of Business. Prerequisite, Economics 102. A study of the institutions and agencies for the control of utilities, prices and of the economy as a whole and of the economic problems of this type of control.

233. Economics of Socialism. Prerequisite, Economics 102, or consent of instructor. An analysis of Marxian and other Socialist systems of Economics.

234. Elementary Statistics. Prerequisite, Mathematics 100 or equivalent. A course designed to acquaint the student with statistical techniques used in the collection, tabulation, analysis and interpretation of economics and social data. Deals specifically with measures of central tendency and dispersion, simple sampling, time series, index numbers, and simple correlation.

236. Intermediate Statistics. Prerequisites, Economics 234, or Education 235 and Mathematics 102 or equivalent. A continuation of Economics 234, stressing non-linear, multiple, and partial correlation, curve-fitting, contingency and sampling problems.

239. Housing in Contemporary Society. (See Sociology 233.)

240. Money and Prices. Prerequisite, Economic 102 and Finance 110. Analysis of the principal theories of the purchasing power of money and the interrelations of the monetary system with banking, interest, employment, and business fluctuations and monetary policy.

250. Economic Theory. Prerequisite, Economics 102. An intermediate course in economic theory, dealing with the nature and the purpose of the price mechanism; perfect and imperfect competition and monopoly; the cooperation of the factors of production in the economic process; the distribution of the product among the owners of the factors of production; the price and value determination within industries and in the economy as a whole, in the long and short run; the determination of the level of economic activity in the economy as a whole.

251. Imperfect Competition in American Industry. Prerequisite, Economics 102. A survey of the theory of imperfect competition and its application to the study of price and production policies in American industry. Topics such as product differentiation, patents, basing-point pricing, price-leadership, market sharing, "cut-throat" competition, etc., will be discussed and supplemented by an economic analysis of such industries as the cigarette, electric lamp, steel, meat packing, and cotton textile industries. Economics 250 is recommended, but not required as a prerequisite.

270. International Trade and Finance. Prerequisite, Economics 102 and Finance 110. An introduction to the theory of international trade and finance; a survey of American commercial policies past and present; a study of problems involving tariffs, quotas, foreign exchange restrictions and of the role of exports in a full employment program.

271. International Economic Problems. Prerequisite, Economics 102 and Finance 110, or consent of instructor. A discussion of current economic problems related to international trade and finance. Economic problems of foreign countries of special importance to American foreign economic relations. At present, topics like the Marshall Plan and the progress of post-war reconstruction, implications of national planning and the prospects of world-wide and regional economic cooperation are discussed.

272. Public Finance. Prerequisite, Economics 101. A survey of Federal, State, and local finance with particular stress on the following topics: budgetary policy, "justice" in taxation, the Federal income tax and plans for its reform; other types of taxes especially property taxation, patterns of governmental expenditures, and the fundamentals of fiscal policy.

273. Fiscal Policy. Prerequisite, Economics 102 and Finance 110, or consent of instructor. Analysis of the economic effects of raising and spending public funds. Deals specifically with the economic effects of taxation, government expenditures, and the public debt upon production, employment, and income.

277. Social Security. Prerequisite, Economics 102, Political Science 101 or consent of instructor. Historical, economic, and legal aspects of social security systems with emphasis on the current problems of social security in the United States. Topics discussed are: public assistance, unemployment compensation, disability compensation, health insurance, old age and survivor's insurance, GI benefits. The costs of insurance and the sources of funds are studied as well as the economic and political implications of the various insurance systems.

280. Prosperity and Depression (Business Cycles). Prerequisite, Economics 102 and Finance 110. The theory of employment: variations in the level of economic activity and of the statistical problems in the segregation of economic fluctuations; the monetary, psychological, and "real" theories of the business cycle; problems of full employment policies; public works versus tax manipulation, flexibility in government spending and taxing; the national debt; the manipulation of the stock of money; the implications of permanent prosperity.

285. Keynesian Economics. Prerequisite, Economics 102, Finance 110, Economics 280, or consent of instructor. The theory of employment; its relation to Says law and Classical Economics; the theoretical as against the practical importance of the date of interest; equilibrium analysis and process analysis; completions of the Keynesian system; Stagnation theories, Keynesianism, Capitalism and Socialism.

290. Field Work in Labor Relations. Practice teaching in labor education classes, or apprentice work in labor relations, under the supervision of a faculty adviser. Two, three, or four semester hours.

302. History of Economic Thought. Prerequisite, Economics 102, History 101, Philosophy 101, and junior standing, or consent of instructor. A study of the development of economic thought from the classical English economists to Keynes; the interrelation between economic and other ideas in the field of politics, sociology and psychology and the development of the Western system of thought is emphasized; economic thought is approached from the functional viewpoint and its role in the history of culture is studied.

330. The Economics of Planning. Prerequisite, Economics 102, and junior standing. A study of the economic problems involved in planning; the use of the price mechanism in planning. The use of private enterprise in planning; planning of the level of employment and of the level of investment; the distribution of income and economic incentives; the relationship between economics, freedom and planning; economic democracy and the price mechanism.

335. Advanced Statistics. Prerequisites, Mathematics 102 and Economics 236. The course is concerned chiefly with applications of new techniques in statistics to the fields of production, marketing, economics, personnel, sociology, and political science. Topics are: basic notions of statistical inference, sequential analysis, sampling from human populations, discriminant function, and non-parametric methods. Other topics of particular interest to the class may be treated.

390-392. Economics and the Social Sciences. Prerequisite, Economics 102, Political Science 101, Sociology 101, Philosophy 101, Psychology 101, and junior standing, or consent of instructor. A seminar course on the interrelations between economics, political science, sociology, anthropology, psychology, history, and philosopy. Scope, methods, delimitations and common areas of these sciences. Interrelation of economic, social, cultural and psychological factors in various cultures and the interdependence of systems of socio-economic thought and of economic conditions. Cross-currents between culture, personality-types and systems of thought in the social sciences. The students will be required to do their own research and to make oral and written reports. Whenever the course is given under a different number (390-392), emphasis will be on one of the above mentioned sciences and its interrelation with economics. The course can be taken for credit three times as 390, 391 and 392.

Suggested Program with a Major in Economics

(Leading to the Degree of Bachelor of Arts)

The program outlined below is illustrative of the type of four-year programs (six years for part-time students) available in the departments of instruction in Liberal Arts. Any such program has to be approved by the departmental adviser. In all such programs a large number of elective courses are to be chosen by the student in consultation with the adviser in his chosen department of concentration. In this way, the particular needs and interests of the student, including his vocational aims, may be provided for most effectively.

FOR FULL-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Phil. 101—Philosophical Foundations I	3	Hist. 101—Main Currents in European History	3
Biol. 101—Human Biology I	3	Biol. 102—Human Biology II	3
Econ. 101—Introduction to Economics	3	Econ. 102—Principles of Economics	3
Hist. 105—Main Currents in U. S. History	3	*Elective	3

SECOND YEAR

Eng. 201—Introduction to Literature	3	Lit. 202—Masterpieces of European Literature	3
Fin. 110—Money and Banking	3	Art 101—Enjoyment of Fine Arts	3
Psych. 101—Psych. of Everyday Life	3	Phy. Sci. 102—The Physical Universe	3
Pol. Sci. 101—Elements of Political Science	3	Soc. 101—Introduction to Sociology	3
Phy. Sci. 101—The Physical Universe	3	Econ. 234—Elementary Statistics	3

THIRD YEAR

Econ. 220—Industrial Combinations	3	Econ. 250—Economic Theory	3
Econ. 240—Money and Prices	3	Econ. 272—Public Finance or Econ. 273—Fiscal Policy	3
Econ. 130—Economic History of the U. S.	3	Econ. 236—Intermediate Statistics	3
Electives	6	Electives	6

FOURTH YEAR

Econ. 209—Unionism and Labor Organizations	3	Econ. 270—International Trade and Finance	3
Econ. 302—History of Economic Thought	3	Econ. 285—Keynesian Economics	3
Econ. 280—Prosperity and Depression	3	Electives	9
Electives	6		

FOR PART-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Phil. 101—Philosophical Foundations I	3	Econ. 101—Introduction to Economics	3
Biol. 101—Human Biology I	3	Biol. 102—Human Biology II	3

Summer Term	*Sem. Hrs.*
Elective	3

*One year of a modern foreign language or culture study is required.

SECOND YEAR

Econ. 102—Principles of Economics. 3	Econ. 130—Economic History of U. S. 3
Hist. 101—Main Currents in European History 3	Hist. 105—Main Currents in U. S. History or Am. Culture 205—The American Heritage 3
Fin. 110—Money and Banking..... 3	*Elective 3

Summer Term — *Sem. Hrs.*

Pol. Sci. 101—Elements of Political Science..... 3

THIRD YEAR

Phy. Sci. 101—The Physical Universe 3	Phy. Sci. 102—The Physical Universe 3
Soc. 101—Introduction to Sociology. 3	Psych. 101—Psych. of Everyday Life 3
Econ. 234—Elementary Statistics I... 3	Econ. 240—Money and Prices..... 3

Summer Term — *Sem. Hrs.*

*Elective 3

FOURTH YEAR

Eng. 201—Introduction to Literature 3	Lit. 202—Great Books of Continental Europe 3
Econ. 250—Economic Theory..... 3	Econ. 236—Intermediate Statistics... 3
Econ. 201—Current Economic Problems 3	Econ. 220—Industrial Combinations. 3

Summer Term — *Sem. Hrs.*

*Elective 3

FIFTH YEAR

Econ. 272—Public Finance or Econ. 273—Fiscal Policy..... 3	Econ. 280—Prosperity and Depression 3
Econ. 209—Unionism and Labor Organizations 3	Econ. 211—Labor and Government.. 3
Elective 3	Elective 3

SIXTH YEAR

Econ. 302—History of Economic Thought 3	Econ. 270—International Economic Relations 3
Econ. 285—Keynesian Economics.... 3	Electives 6
Elective 3	

*One year of a modern foreign language or culture study is required.

EDUCATION

INSTRUCTIONAL STAFF

Frances R. Horwich, *Chairman*
Willard Abraham
Donald Baum
Kathryn Bilterman
David Faegre
Valerie T. Hill
George Ivins
Ronald B. Levy
Eggert Meyer
G. Nick Paster
Charlemae Rollins
Helen Schmidt
Donald H. Steward

The function of this department is the education of teachers for nursery schools, kindergartens, elementary and secondary schools, and for certain phases of the expanding educational field outside the school. Attention is directed to the initial preparation as well as the in-service education of the teacher.

The Education Department seeks to obtain as a student body young men and young women possessing in the highest possible degree the personal and professional potentialities which promise most for effective work in the schools of America. Such qualities as good character, pleasing and dynamic personality, high intellectual ability, good physical and mental health, professional interests, eagerness to accept responsibility, sincerity of purpose, and a good record of past performance in the school and community are considered essentials for those who hope to meet the requirements of the Department and rise to the expected level of service in teaching.

The selection of those best qualified for a given vocation is always a difficult matter. It is especially difficult in the profession of teaching by reason of the high personal and professional qualities necessary and the responsibilities which must be accepted. Many who aspire to teach are unfitted for such service. The choice of teaching as a profession by those who are not highly qualified, by those who are unwilling to accept the responsibilities of so important a civic service, should be discouraged. Teaching should no longer be open to those who seek to make it a stepping stone to another vocation, or to those who enter it as a temporary expediency. The quality of education in America can be improved only in relation to the increasing numbers of superior individuals entering teaching as professional career and by the attainment of high ideals and high standards of service. The first task of the Department, therefore, is to discover such individuals. The second task is to make the challenge of teaching sufficiently real.

Students planning to qualify as teachers for nursery school, kindergarten and primary grades or for the elementary school should work out a major sequence in the Education Department. A sample of such a sequence is: Education 201, 202, 205, 206, 212, 255, 265, 221, 222, 217, and 218.

Prospective high school teachers are required to follow a major sequence in an area other than the Department of Education and, in addition, take the following courses in the Department of Education: 201, 202, 203 and 204. Other courses are determined by the state certification requirements in the state, county or city where the student wishes to teach.

All students, including those desiring to transfer from another institution, prior to registering for Education 203, 204, 205, 205X, 206 and 206X are required to do the following:

1. File an application for admission to the teacher-education program. This application should be filed by March 1 for admission to courses during the summer session or fall semester, and by November 1 for admission to courses during the spring semester.

2. Have an interview with one or more members of the staff of the Department of Education. Specific details concerning the filing of applications for courses and the carrying out of interviews are posted on bulletin boards some weeks before registration. Additional information may be secured from the Education Office in Room 342.
   Upon request, transfer students may receive essential information from the Office of Admissions.

The Department of Education maintains a Teacher Placement Office to assist graduates desirous of obtaining teaching positions. The Teacher Placement Office will act as a depository for credentials of any graduate of Roosevelt College who desires to teach, but will recommend only those who have taken the teacher-training sequence of the Department of Education. This will include (1) those who have completed the entire sequence at Roosevelt College and (2) those who have transferred *into* it and have completed the sequence at Roosevelt College.

201. FOUNDATION OF EDUCATION I. No prerequisite. An introductory course in the practice and theory of those experiences which are basic to the tasks of education. These tasks are focused on the teaching of students to direct their own behavior critically so that both individual and social actions will lead consistently to goals in the broad field of education which are most highly appraised by all. The basic educational experience, therefore, is the experience of the individual in the social group.

   This course is built around group experience in which educational problems are stated, discussed, and acted upon. A student in this course will be induced to:

   1. Achieve an introductory knowledge of educational literature.
   2. Develop an understanding of educational controversies.
   3. Perceive the contributions and inadequacies of contemporary educational practice.
   4. Develop a satisfaction in working with people and the ability so to do.
   5. Realize the necessity for physical and mental health.

6. Encourage an enthusiasm for learning.
7. Develop an understanding of the learning process.
8. Perceive the educational implications in the various elements of our culture.
9. Arrive tentatively at reasonable conclusions on which he is prepared to act.
10. Understand how to implement the above skills in actual practice.

This course meets the Illinois certification requirements for Philosophy of Education.

202. FOUNDATIONS OF EDUCATION II. Prerequisite, Education 201. A continuation of the type of learning which was initiated in Education 201. This course builds upon the foundation laid in Education 201, a structure of experiences by means of which the special vocational interests of the student may be further pursued in a much deeper and sharply focused manner. Special attention will be given to the development of American education and to the application of the concepts learned in Education 201 to specific requirement for American Public Education.

203. BACKGROUNDS FOR TEACHING IN THE SECONDARY SCHOOL. Prerequisite, Education 201 and consent of department. An introduction to the problems of teaching in the secondary school. Class meets three hours per week; approximately six hours per week are spent in observation in secondary school and other classes and groups. Discussions and reading relate to the history of the American secondary school, the nature of the secondary school population, youth problems today, developments in the secondary school curriculum, relation between the secondary school and the community, and principles of teaching. Observation includes visits to various types of secondary schools and class rooms, and assignment to individual classes for observation of instruction. Other visits are made to observe children in various environments, such as settlement houses, orphanages, juvenile courts, and special schools. Films are shown which demonstrate teaching methods and present students in different situations and localities. Some time is devoted to the use of audio-visual aids in the secondary school. Six semester hours.

204. STUDENT TEACHING AND SEMINAR IN THE SECONDARY SCHOOL. Prerequisite, Education 203, and consent of department. Seminar meets three hours per week. At least ten secondary-school class periods per week are spent in direct observation and student teaching under supervision of the room teacher and in close co-operation with the college instructor. Seminar meetings will take up problems relating to the planning of instruction, measurement of the out-comes of instruction, interpretation of intelligence and achievement test scores, individual guidance of high school youth, classroom management, the improvement of reading, and special problems in a specific subject field. Wide reading in the professional literature is required. Students assume responsibility for the actual teaching of a high school class. Six semester hours.

205. BACKGROUNDS FOR TEACHING IN THE ELEMENTARY SCHOOL. Prerequisite, Education 201 and consent of department. An introduction to problems of teaching in the elementary school. Class meets five hours per week; approximately ten hours per week are spent in observation and participation in elementary school classes, for which all mornings must be kept free. Discussions and reading relate to problems of the development of children at various age levels, promotions and classification, the changing elementary school curriculum, the community school,

children's literature, the improvement of reading, the individualization of instruction, purposeful learning, the planning of instruction, and classroom management. Wide reading in the professional literature is required. Numerous trips are made to see children in elementary schools of vaious kinds. Nine semester hours.

205-X. BACKGROUNDS FOR TEACHING IN THE NURSERY SCHOOL, KINDERGARTEN, AND PRIMARY GRADES. Prerequisite, Education 201 and consent of department. An introduction to the problems of teaching young children. Class meets five hours per week; approximately ten hours per week are spent in observation and participation in school groups, for which all mornings must be kept free. Discussions and reading relate to problems of the development of young children, their group needs, children's literature, discipline, music, reading readiness, creative expression and purposeful learning. Wide reading in the professional literature is required. Numerous trips are made to see children in a variety of schools. Nine semester hours.

206. STUDENT TEACHING AND SEMINAR IN THE ELEMENTARY SCHOOL. Prerequisite, Education 205 and consent of department. Seminar meets four hours per week. Approximately ten hours per week are spent in actual teaching of individuals and classes in the elementary school, or in preparation of material and evaluation of outcomes. The seminar program will consist largely of study of problems raised in connection with teaching duties. Although no fixed curriculum is followed in the seminar meetings, systematic research and consecutive study of real problems will be provided for. Criticism of unit plans and reports actually employed in teaching will occupy much of the time in seminar meetings. Another major activity will be the systematic study of individual children. Nine semester hours.

206-X. STUDENT TEACHING AND SEMINAR IN NURSERY SCHOOL, KINDERGARTEN AND PRIMARY GRADES. Prerequisite, Education 205-X and consent of department. Seminar meets four hours per week. Approximately ten hours per week are spent in actual teaching of individuals and classes and in preparation of materials. The seminar meetings will be devoted largely to the study of problems found in teaching. Evaluation of plans and reports employed in teaching will be made. Another major activity will be the study of individual children. Nine semester hours.

212. THE TEACHING OF READING IN THE ELEMENTARY SCHOOL. Prerequisites, Education 201 and either 203 or 205. Considers objectives, methods, materials; place of reading in the school program. Special attention is given to reading readiness; word perception, including phonics; remedial treatment; reading in the content fields; function of oral reading; critical reading; stimulation of independent reading; evaluation of progress.

215. EDUCATIONAL PSYCHOLOGY. (See Psychology 215.).

216. USE OF AUDIO-VISUAL AIDS IN EDUCATION. Prerequisite, Education 201 and either Education 203 or Education 205. A survey of sources of audio-visual aids, with instruction in the classroom, utilization of records, films, and other audio-visual materials.

217. CHILDREN'S LITERATURE. No prerequisite. A survey of contemporary publications in the field of juvenile literature, along with reading lists, books, and periodicals on the subject of utilization of children's literature.

218. Early Childhood Education. No prerequisite. Emphasis is placed on the understanding of individual and group needs and interests of young children. Present school programs are studied with relationship to recent studies as the basis for designing more effective school programs for children in nursery school, kindergarten and primary grades.

219. Language Arts in the Elementary School. Prerequisite, Education 201, or consent of instructor. Study of objectives, materials and methods of instruction; organization of learning experiences at the different grade levels with special emphasis on individual differences; evaluation of achievement; examination of courses of study, research studies, and the literature in the field; evaluation of current practices; assistance to teachers who are interested in language problems and methods of teaching.

220. Education and the Contemporary Scene. Prerequisite, Education 201 and 202, or consent of instructor. A study of the effect of current political, social, and economic developments upon the school organization and curriculum.

221. Elementary School Curriculum. Prerequisite, Education 201, or teaching experience. A consideration of the elementary school curriculum in the modern school. Meaning of curriculum as related to the general objectives of education and to the principles of child growth and child psychology. Selection of suitable curricular materials and organization according to agreed-upon educational philosophies. Examination of curricular materials and special studies of "frontier" types of content currently influencing curriculum construction.

222. Arts and Crafts in the Elementary School. Prerequisite, Education 201. A practical emphasis on methods and attitudes conducive to the development of creative artistic interests and skills in elementary school children. A wide variety of materials and tools will be used. This course is required of all Education majors. Double period. Two semester hours.

225. Principles of Guidance. Prerequisite, Education 201 and Psychology 101. Recent developments and prevailing techniques in the field of vocational and educational guidance. Emphasis is put on the place of the classroom teacher in guidance, the need for guidance, secondary school courses in occupations, and guidance materials. This course approaches guidance practices from the broad point of view which permits adapting the class work to the particular area or academic level of greatest concern to the student enrolled. A number of films related to the field are presented. Several educators currently active in guidance work in schools and other institutions will speak to the class.

230. Tests and Measurements. Prerequisite, Education 215. Instruction in the use and interpretation of tests and test data, including methods of evaluation.

235. Elementary Statistics. Prerequisite, high school algebra. An introduction to the simpler statistical techniques used in the collection, tabulation, analysis and interpretation of educational and psychological data. Practice is given in the use of measures of central tendency and variability, elements of sampling, simple correlation and graphic methods.

240. Problems in Intercultural Education. Prerequisite, Education 201. Current practices in school systems attacking the problem of inter-group conflicts, with a brief survey of psychological, sociological, and anthropological data relating to American minorities.

Art for Fun and Credit

Tennis Match in Grant Park

250. CHILD PSYCHOLOGY (See Psychology 250.)

251. PSYCHOLOGY OF ADOLESCENSE. (See Psychology 251.)

255. METHODS AND MATERIALS IN HEALTH AND PHYSICAL EDUCATION. Prerequisite, written consent of instructor. Provides theory and practice in modern health and physical education programs. The subject matter is designed to introduce the lay teacher to the special field of health and physical education. This course is currently required of elementary teachers who intend to meet the State of Illinois certificate requirements.

260. METHODS OF TEACHING COMMERCIAL SUBJECTS. Prerequisite, Education 201 and Education 203. Curriculum and classroom techniques in modern commercial education programs.

265. TEACHING OF SCIENCE. Prerequisite, Education 201. The teacher is given the means for understanding the science interests of children and for finding the place of the natural and physical sciences in the school curriculum.

280. INTRODUCTION TO THE FIELD OF ADULT EDUCATION. No prerequisite.

281. CONFERENCE PLANNING AND PROCEDURE. No prerequisite. A study of group discussion techniques and conference methods in the field of adult education. Members of the class participate in the organization and conducting of several conferences.

295. PARENT EDUCATION. No prerequisite. Designed for teachers and parents. Includes techniques used in working with the parents, building effective home-school relationships, reporting the growth and development of children to parents, and helping parents understand the school program.

ENGINEERING SCIENCE

INSTRUCTIONAL STAFF

Greenville D. Gore, *Chairman*

C. J. Cardin — Edgar Schoij

The Department of Engineering Science serves two purposes in the educational program of the College:

1. It offers an intensive two-year program of engineering studies that comprise the first half of a four-year program leading to a professional degree in engineering. The student is expected to finish the last two years of the program in an accredited engineering school. (See the sample two-year program of courses on page 140.)

2. It provides the engineering courses needed by students who take a B.S. degree with a major in Engineering Management at Roosevelt College. (See the requirements for a major in Engineering Management on page 91.)

100. MECHANICAL DRAWING. No prerequisite. For students who do not present drawing credit for entrance. The essentials of first vear high school drawing. Double period.

101-102. ENGINEERING DRAWING I AND II. Prerequisite, one year of mechanical drawing in high school or Engineering Science 100. Two semesters of drawing comparable with the engineering drawing done in accredited engineering schools. Correct drafting techniques, lettering, and advanced work in the principles of working drawings. The forms and proportions of important machine elements are studied in connection with the making of working drawings. Double period.

103. ADVANCED TECHNICAL DRAWING. Prerequisite, Engineering Science 102, or 101 and consent of the instructor. The development of a variety of graphical methods of presenting engineering ideas to the non-technically trained individual. Opportunity is given for the student to apply his knowledge of the conventions and practices in particular fields of engineering and manufacturing. Special attention may be given to perspective drawing, shades and shadows, patent office drawings, or building layout. Double period.

110. DESCRIPTIVE GEOMETRY. Prerequisite, Solid Geometry and one year of mechanical drawing in high school or Engineering Science 100. The fundamental relations between point, line, and plane; surfaces and solids; intersections of solids, and development of surfaces of solids.

230. PRINCIPLES OF MECHANISM. Prerequisites, Engineering Science 102 and 110 and Mathematics 103. A study in the theoretical analysis of pure mechanism and its application to machines. A preliminary study of linkages is followed by a study of belting, cams and gears, velocity and acceleration diagrams, with applications of these topics to tool machines and automatic machinery.

231. PRINCIPLES OF MACHINE DESIGN. Prerequisite, Engineering Science 230. A preliminary study of needed topics in strength of materials and the metals used for machine parts is followed by a development of many rational formulas used in the design of machine parts and fastenings. Special attention is given to machines for transmitting power, and for conveying and storing fluids under pressure. Engine details, machine frames, and hoisting machinery are also discussed.

235. MECHANISM DRAWING. Prerequisite, Engineering Science 102, 110, and 230 concurrently. The application of principles of mechanism to the preparation of acceleration and velocity diagrams, and to the design of cams, gears, and other kinematic elements. Double period.

236. MACHINE DESIGN DRAWING. Prerequisite, Engineering Science 235, and 231 concurrently. The drawing operations needed in applying the principles of machine design. Each student will design the parts of a working machine, and after making a kinematic analysis of each element, will work out detail and assembly drawings of the machine. Double period.

337-338. STRENGTH OF MATERIALS I AND II. Prerequisites, Engineering Science 102, Mathematics 211, and Mathematics 204 concurrently. The physical properties of structural materials, the theory of thin and thickwalled cylinders, riveted and welded joints, simple beams, statistically indeterminate beams, columns, shafts, combined axial and bending loads, eccentric loads, repeated loads, fatigue of metals, impact and energy loads, unsymmetrical bending, reinforced concrete beams, the derivation and use of formulas fundamental to the proportioning of engineering structures, and the solution of many practical problems.

ENGINEERING MECHANICS. For description see Mathematics 211 and 212.

ENGINEERING MANAGEMENT

This program, leading to the degree of Bachelor of Science, is drawn from courses in science and commerce. It is designed to provide technical training in engineering principles and production methods as well as in the broader fields of business and industrial activity. Elective courses provide for adaptation of the program for preparation in a number of intermediate administrative areas in industry, such as engineering sales, procurement and purchasing, maintenance, production, and personnel management.

This program is not to be confused with those offered by recognized engineering schools. Students seeking a professional engineering degree should transfer at the completion of the two-year program in engineering.

The student is urged to consult with the Chairman of the Department of Mathematics and Engineering Science early in his program so that proper choices of courses may be made.

REQUIRED COURSES

1. *Liberal Arts:* English 101 and 102; Economics 101; Psychology 101; Modern Language, eight semester hours (unless two years have been completed in high school); Speech 101. Electives, nine semester hours.
2. *Science and Engineering:* Chemistry 116 and 117; Engineering Science 101, 102, 230, 231, 337, and 338; Mathematics 101, 102, 103, 203, 204, 211, and 212; Physics 211 and 212. Electives, twelve semester hours from not more than two departments in this group.
3. *Commerce:* Business Administration 101; Marketing 101; Personnel Administration 210. Electives, twelve semester hours to be chosen from not more than two of the following departments: Accounting, Business Administration, Economics, Finance, Marketing, Personnel Administration.

Sample Four-Year Program in Engineering Management

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Chem. 116—General Chemistry	5	Chem. 117—General Chemistry and Systematic Qual. Analysis	5
Math. 101—Trigonometry	3	Math. 103—Analytic Geometry	3
Engr. Sci. 101—Engineering Drawing I	3	Engr. Sci. 102—Engineering Drawing II	3
Math. 102—Algebra III	3	Engr. Sci. 110—Descrip. Geometry	3

SECOND YEAR

Math. 203—Calculus I	5	Math. 204—Calculus II	5
Math. 211—Engineering Mechanics I	3	Math. 212—Engr. Mechanics II	3
Physics 211—Mechanics, Heat, and Wave Motion	5	Physics 212—Electricity, Mag., Light and Atomic Physics	5
Engr. Sci. 230—Principles of Mechanisms	3	Engr. Sci. 231—Principles of Machine Design	3

THIRD YEAR

Engr. Sci. 337—Strength of Materials I	3	Engr. Sci. 338—Strength of Materials II	3
Acct. 101—Introductory Accounting	3	Acct. 102—Introduction to Accounting II	3
Mkt. 101—Principles of Marketing	3	Pers. Adm. 210—Personal Adm.	3
Bus. Law 201—Business Law I	3	Bus. Law 202—Business Law II	3
Econ. 101—Introduction to Economics	3	Psych. 101—Psych. of Every Day Life	3

FOURTH YEAR

Acct. 203—Cost Accounting	3	Bus. Adm. 200—Industrial Management	3
Math. 307—Differential Equations	3	Physics 334—Thermodynamics	3
Physics 330—Fundamental Principles of Electricity and Magnetism	3	Math. 315—Vector Analysis	3
Speech 101—Fundamentals of Speech	3	Speech 201—Adv. Public Speaking	3
Electives	3	Electives	3

ENGLISH

INSTRUCTIONAL STAFF

Kendall B. Taft, *Chairman*

Irving Abrahamson
Richard C. Blakeslee
Hermann C. Bowersox
Howard L. Buck
David Bush
Vineta Colby
Robert C. Cosbey
Harry Finestone
Robert O. Frantz
Rexie Gill
Edward A. Hartwig
Henry C. Johnson
Charles Kaplan
Ernestine Neff
Byron Reynolds
Hermese E. Roberts
Thomas J. Sandke
Elliot M. Schrero
Frances Senescu
D. Crane Taylor
Lorenzo D. Turner
Milton C. Walters
Dorothy Welker
Margaret F. Williams

The courses offered by the Department of English and Speech are aimed, fundamentally, at developing the basic skills of writing, speaking, and perceptive reading. For those students who have serious deficiencies in any or all of these areas, the Department offers a program of non-credit remedial courses: Remedial Reading; Basic Writing Practice; Speech Cor-

rection. When tests reveal that a student will probably be impeded in carrying a regular college program, because of such deficiencies, he is required to enroll for and show progress in the applicable remedial course or courses before proceeding with the standard credit-bearing courses in English and Speech. (See also description of Universal English program, page 26.)

In general, composition courses offered by the Department stress clear, precise, effective expression of ideas; literature courses emphasize intelligent and appreciative reading of the materials with which the respective courses are concerned. It is hoped that students who take courses in the Department will come to have an increasing awareness of the social and aesthetic values of literature, that they will develop the ability to form critical judgments, and that they will learn to respect and practice honesty, accuracy, and thoroughness.

Major: The English major sequence presupposes the completion, with grades of C or better, of English 101, 102, and 201. The sequence itself consists of English 248, 251, 252, 268, 270, 273, 281 *or* 282, and two other senior college courses in English chosen with the advice of a departmental counselor. Substitutions either within or without the Department will not be recognized unless permission for them is given prior to registration. No course in which the student receives a grade lower than C will be counted as fulfilling the requirements of the major sequence.

A statement of the requirements for the Speech-Drama, Speech-Theatre Arts, and Speech-Radio sequences will be found in the speech offering.

101. COMPOSITION I. No prerequisite. Required of all freshmen. Students who show exceptional ability in composition and who make a sufficiently high grade on a standard aptitude test administered by the Department may be recommended by their instructors for exemption from this course. Exempt students may enroll immediately for English 102.

102. COMPOSITION II. Prerequisite, English 101. Required of all students seeking degrees. Special emphasis given to expository writing with a view to enabling the student to make use of acceptable written English in all departments of the College.

130. BUSINESS LETTERS. Prerequisite, English 102. Required of all students seeking the Bachelor of Science in Commerce degree. Training is given in the composition of effective business letters, with emphasis on the tendencies in present-day correspondence and the problems of management that are related to correspondence.

201. INTRODUCTION TO LITERATURE. Prerequisite, English 102. In this course special emphasis is given to intelligent and appreciative reading through a study of selected works by English and American writers.

Lit. 202. For description, see Literature, page 105.

204. THE GREAT ENGLISH POETS. Prerequisite, English 201. The major English poets from Chaucer to Arnold. The purposes of the course are to encourage appreciation of the works of these poets and to give the student a picture of English literature as a whole.

205. MAJOR AMERICAN POETS. Prerequisite, English 201. A study of the work of the chief American poets, with principal emphasis on such nineteenth century figures as Bryant, Whittier, Emerson, Poe, Longfellow, Lowell, Holmes, Emily Dickinson, Lanier, and Whitman.

208. TWENTIETH CENTURY DRAMA. Prerequisite, English 201. Required of Speech-Drama majors. A course dealing with the drama of the twentieth century, with a study of the chief movements, authors, and plays.

209. TWENTIETH CENTURY POETRY. Prerequisite, English 201. A study of the principal British and American poets of the twentieth century, with wide reading of their verse.

211. TWENTIETH CENTURY NOVEL. Prerequisite, English 201. A study of the principal English and American writers in this field. Attention to recent literary movements and their significance.

212. INTRODUCTION TO POETRY. Prerequisite, English 201. A study of English prosody and of representative material in the works of English and American poets, and of their techniques.

217. THE ENGLISH NOVEL TO 1900. Prerequisite, English 201. A survey of the English novel from Richardson to Hardy, with a study of the principal authors and the significance of their work.

218. INTRODUCTION TO CRITICISM. Prerequisite, English 201. An introductory course stressing the major critical approaches. Analysis of the principles and methods of representative critics, together with practical exercises in critical writing, applying the various possible modes to selected central texts.

243. AMERICAN DRAMA. Prerequisite, English 201. Required of Speech-Drama majors. A survey of the development of the American drama and theater. A collection of plays is studied, with collateral readings in the history of the theater.

245. SURVEY OF THE OLDER DRAMA. Prerequisite, English 201. Required of Speech-Drama majors. A study of the drama from its beginnings in the ancient and medieval periods, and of the English drama to the closing of the theaters in 1642.

246. SURVEY OF THE MODERN DRAMA. Prerequisite, English 201. Required of Speech-Drama majors. Studies in the English drama from the Restoration to 1900, with considerable attention to such continental playwrights as have influenced the development of the drama in England.

248. SHAKESPEARE. Prerequisite, English 201. Required of Speech-Drama and English majors. The principal plays are read in their chronological order with attention to Shakespeare's development as a dramatist.

251. AMERICAN LITERATURE, 1607-1860. Prerequisite, English 201. Required of English majors. A survey of American literatue from the beginnings to the time of the Civil War. Considerable attention is given to the major figures, such as Poe, Emerson, and Hawthorne.

252. AMERICAN LITERATURE, 1860-1914. Prerequisite, English 201. Required of English majors. A study of American literary figures and movements since 1860. Particular attention is given to Whitman, Mark Twain, Emily Dickinson, and the "local color" writers.

257. THE ENGLISH LANGUAGE IN AMERICA. Prerequisite, English 201. This course is concerned primarily with the spoken rather than the written language.

Emphasis is placed on the interpretation of regional and social differences in the pronunciation and vocabulary of American English. Systematic instruction in the phonetics of English.

261. HISTORY OF THE ENGLISH LANGUAGE. Prerequisite, English 201. The historical development of the English language—including the sounds, inflections, syntax, and vocabulary—from the Anglo-Saxon period to the present. Attention is given to the social, political, and intellectual forces that have determined the nature of that development.

266. CHAUCER'S CANTERBURY TALES. Prerequisite, English 201. This course aims to give the student a fair sight-reading knowledge of Chaucer's language, and acquaintance with the content of the Tales. Attention is given to the literary forms used by the author and to his historical and social backgrounds.

268. THE ENGLISH RENAISSANCE. Prerequisite, English 201. Required of English majors. A study of English literature, exclusive of the drama, from 1550 to 1660, and of the forces both native and continental that helped to shape it.

270. ADVANCED WRITING. Prerequisite, English 201. Required of English and Speech-Drama majors. Students in this course are expected to write papers showing some skill in planning and execution. Analytical study of models accompanies the work in composition.

271. NARRATIVE WRITING. Prerequisites, English 270 and consent of instructor. This course is not intended to produce commercial writers. It is intended that the students, by analyzing the stories of recognized writers and by attempting to use the medium themselves, will develop their respect for the short story as an art form. To do well in this course, the student must have some degree of facility in imaginative writing. The instructor, therefore, must see some of the candidate's writing before deciding whether to admit him to the course.

273. THE RESTORATION AND EIGHTEENTH CENTURY. Prerequisite, English 201. Required of English majors. A study of the more important English poets and prose writers from Dryden and Defoe to Blake, and of their background and their representative works.

281. NINETEENTH CENTURY POETRY. Prerequisite, English 201. Required of English majors, unless 282 is elected. A survey of the works, lives, and backgrounds of the principal British poets from 1798 to 1900.

282. NINETEENTH CENTURY PROSE. Prerequisite, English 201. Required of English majors, unless 281 is elected. A study of the important writers of English prose, exclusive of the novel, during the nineteenth century.

350-359. SEMINAR IN AMERICAN LITERATURE. Prerequisite, junior standing and five courses in English. In the course detailed study of the work of one or two significant American writers is undertaken. The writers chosen will vary from semester to semester.

370-379. SEMINAR IN ENGLISH LITERATURE. Prerequisite, junior standing and five courses in English. A course comparable to English 350-359, except that the author or authors chosen for study will be British.

390. RESEARCH IN ENGLISH. Prerequisites, twenty-one semester hours in English, including English 270; and consent of the Department. Applicants for this course must have completed at least two previous senior college courses in English at Roosevelt College. Two to four semester hours. *By appointment.*

FINANCE

INSTRUCTIONAL STAFF

Richard G. Chrisman, *Acting Chairman*

Lowell F. Huelster
Lawrence Levin
Roderick P. Stewart
Jack C. Webb

Certificate in Credit Management: See program outlined on page 54.

Courses in Finance in the School of Commerce are designed to give students an understanding of:

1. The importance of financial planning and the correct usage of financial institutions in the operation of a business.
2. The role of financial institutions in the politico-economic community, with stress on the nature of the services rendered by money, bank credit, security exchanges, investment credit, insurance and taxes.
3. The importance of financial perspective, budgetary planning, etc. to individual success in many fields within and without the business world.
4. The high significance of integrity in finance together with the social consequences of disregard of vital interest of any significant element of the community (including the community itself) in the planning and operation of financial institutions.

The educational method of the Finance Department starts with a survey of financial institutions. This is to give the prospective businessman or financial operator a panoramic view of the tools with which he must work and the environment which is bound to have a bearing on success or failure. This exploratory work is followed by specialized courses in such fields as insurance, banking, investments, corporation finance—to bring the student closer to vocational opportunities involved—and to give him that more intimate acquaintance with the financial institutions he must use in business occupations other than finance.

Degree Requirements For Students Majoring in Finance

1. Students must complete the 14 liberal arts courses as specified in paragraph 1 on page 51.
2. Students must complete these elementary courses: Accounting 101, 102; Business Administration 101; Marketing 101; and Finance 110.
3. The following courses must also be completed: Finance 200, 220, 270 and fifteen additional semester hours of credit in finance; Business Law 201 and 202; Personnel Administration 210; Economics 234 and one other advanced economics course.

4. To complete the 60 semester-hour commerce requirement, students must complete six additional semester hours of work in the School of Commerce.

5. To complete the 120 Semester hours required for graduation, students must complete an additional 18 semester hours of elective credit.

6. Economics 240 (Finance 240) and Economics 272 (Finance 260) may not be used concurrently to fulfill the 24 semester-hour requirement in the finance major and the requirements of one advanced economics course.

The above degree requirements supplement those listed on pages 51-52.

110. MONEY AND BANKING. Prerequisite, Economics 101. The history of money and of banking institutions; the theory of bank credit; the Federal Reserve System; the relationship of money, credit, and prices.

200. CORPORATION FINANCE. Prerequisite, Finance 110. A study of the corporation, its securities, promotion, underwriting, financial plans, dividend policies, reorganization, and government regulation.

220. INVESTMENTS. Prerequisite, Finance 200. Defining the problem; lessons from history; types of securities; how investment bankers and security markets function; what to consider in setting up investment programs; how to analyze individual securities; where to look for information, assistance and advice.

230. BANK PRACTICE AND ADMINISTRATION. Prerequisite, Finance 110. An advanced course in banking stressing the organization and practice aspects of commercial banking.

240. MONEY AND PRICES. Prerequisite, Economics 102 and Finance 110. Analysis of the principal theories of the purchasing power of money and the interrelations of the monetary system with banking, interest, employment, and business fluctuations and of monetary policy. See Economics 240).

250. CREDITS AND COLLECTIONS. Prerequisite, Accounting 101 and Finance 110. A consideration of the sources of credit information, collection methods, and the organization and work of the credit department.

252. FINANCIAL STATEMENT ANALYSIS. Prerequisite, Finance 250 and Accounting 102.

253. PROBLEMS IN CREDIT MANAGEMENT. Prerequisite, Finance 250. An intensive study of interchange reports, credit analysis, collection methods, and similar problems of the credit men.

260. PUBLIC FINANCE. Prerequisite, Economics 101. A survey of Federal, State, and local finance with particular stress on the following topics: budgetary policy, "justice" in taxation, the Federal income tax and plans for its reform; other types of taxes especially property taxation, patterns of governmental expenditures, and the fundamentals of fiscal policy. (See Economics 272).

270. PRINCIPLES OF RISK AND INSURANCE. Prerequisite, Economics 101. The nature of risk and methods of risk assumption; life insurance, fire, marine and casualty coverages; suretyship.

272. LIFE INSURANCE PRINCIPLES AND PRACTICES. Prerequisite, Finance 270 or consent of instructor.

275. PROPERTY INSURANCE. Prerequisite, Economics 101 or Real Estate 111. The principles of fire, inland marine, casualty and liability insurance. Two semester hours. (See Real Estate 275).

390. RESEARCH IN FINANCE. Prerequisite, twelve hours in Finance and senior standing. Two to four semester hours.

FRENCH

See Modern Languages.

GERMAN

See Modern Languages.

HISTORY

INSTRUCTIONAL STAFF

William Lauman, *Chairman*
Dorothy F. Behen
Helmut Hirsch
Richard J. Hooker
Charles E. Lee
Janet S. Seigel

Today's decisions are largely the results of yesterday's experience. The actions of men and nations are not determined, but are often guided, by their knowledge of what has happened. Unlike the social sciences, history aims to investigate and present the unique character of every situation. The historian, however, both relies on and contributes to the generalizations of the social scientists. As a part of the Humanities, history presents a portrayal of human behavior under the most varied circumstances. This portrayal may, and often does, attain a high literary level.

The Department of History offers courses, introductory and advanced, in the history of various world areas and of various epochs from ancient to modern times. Two introductory courses are concerned with the main trends of European and American history. Other courses are open without prerequisities to students interested in the history of specific areas. Advanced courses are generally for students who have acquired the necessary background.

Students of history acquire an expanded acquaintance with the motives and influences which, from the vast background of his past, have borne man to his modern status. By this means students are better oriented to the modern world, and are often aided in making decisions as to the immediate future. From the study of history can come an awareness of the great diversities and similarities which are to be found existing side by side throughout the recorded phases of human society. Anyone, whatever his special interests, may receive from the study of history a broader appreciation and a deeper understanding of the world and man. History is essential to all who plan to teach this subject, and is useful to those who anticipate careers in journalism, law, geography, international relations, library science, the arts and the social sciences.

Major: Thirty semester hours work, including History 101 and 105 or their equivalents, with a grade of C or better.

Minor: Eighteen semester hours work in one or more related departments or fields. The courses accepted for fulfillment of the history minor are listed in the leaflet, "For Students Who Are Majoring in History," obtainable from the Department of History.

History majors who have not fulfilled their general college requirements in the Social Sciences prior to the Summer of 1948 are required to take Political Science 101, Economics 101 and Sociology 101. They are also required to take a year's work in a modern language at the college level.

101. MAIN CURRENTS IN EUROPEAN HISTORY. No prerequisite. An introduction to European history, concerned chiefly with Western European developments from early mediaeval to modern times. A survey of basic backgrounds of Western European history—the Roman Empire, feudal institutions, European state-systems, etc.—is followed by a more intensive treatment of events since the Renaissance.

105. MAIN CURRENTS IN UNITED STATES HISTORY. No prerequisite. An introduction to American history, concerned with the growth of American civilization from the European background of American colonization to modern times.

110. BRITISH HISTORY TO THE GLORIOUS REVOLUTION. No prerequisite. A survey of Anglo-Saxon England is followed by greater attention to the Norman Angevin monarchy and mediaeval English civilization. The Tudor strong monarchy, the English Reformation, and the Elizabethan Age follow. The beginnings of empire, the Stuart attempt at absolutism, and the Glorious Revolution conclude the course.

111. BRITISH HISTORY SINCE 1688. No prerequisite. The history of Britain and the British Empire from the late seventeenth century to the present. The development of the constitutional monarchy is traced, as are the rise of the empire and the wars with France for colonial supremacy, the industrial revolution and its effects, and the modern history of Great Britain and its worldwide influence.

112. ENGLISH CONSTITUTIONAL HISTORY. Prerequisite, History 101 or consent of the instructor. A survey of the legal and constitutional development of England. Certain political events, such as the Civil War and the Glorious Revolution, are examined in the light of their importance for the constitutional development of England.

130. HISTORY OF THE FAR EAST. Prerequisite, three semester hours in history. A survey of Far Eastern history, with emphasis on the impact of Western Civilization upon the Far East, and the counter-impact of the Far East upon Western Civilization, in the nineteenth and twentieth centuries.

140. HISTORY OF THE NEAR EAST. Prerequisite, three semester hours in history. A general survey of the Eastern Mediterranean area. Allusions to the chief historical events which affected the area strongly since ancient times; treatments of important districts and problems extending into modern times; examination of selected countries which have persistent and continuing significance in the contemporary period.

200. THE ANCIENT WORLD. Prerequisite, three semester hours in history. The early history of the Mediterranean world, western Asia, and northern

Africa, from the origin of the earliest cultures in Mesopotamia and Egypt through the development of the Greek civilization and the rise and decline of the Roman Empire.

201. MEDIAEVAL EUROPE. Prerequisite, History 101. The development of Europe from the decline of the Roman Empire to the end of the fifteenth century. The growth and influence of the Church, the Holy Roman Empire, and the national states receive much attention.

202. THE RENAISSANCE AND THE REFORMATION. Prerequisite, History 101. Intellectual, political, social and economic developments in Italy and beyond the Alps from the middle of the thirteenth century to the middle of the seventeenth century.

203. EUROPEAN ABSOLUTISM AND NATIONALISM, 1648-1871. Prerequisite, History 101. European history from the middle of the seventeenth century, through the Enlightenment, the French Revolution, and the development of European nations in the nineteenth century.

204. EUROPE IN THE TWENTIETH CENTURY. Prerequisite, History 101. The contemporary history of Europe from its background in the late nineteenth century through the War of 1914-1918 and the War of 1939-1945 with special emphasis on the socio-economic, political and intellectual aspects of the crises which preceded and followed those catastrophes.

210. THE DIPLOMATIC HISTORY OF EUROPE. Prerequisite, History 101. A study of the diplomatic developments in Europe from the Peace of Westphalia to the present, with emphasis on the major international crises, the peace negotiations, the treaties, and the techniques of diplomacy.

215. LATIN-AMERICAN HISTORY. No prerequisite. The history of Latin-America from the earliest exploration and settlement to the present, with particular emphasis on the national period since 1820.

220. HISTORY OF THE BALKANS. Prerequisite, History 101. The history of the Balkan area after the advent of the Ottoman Turks, and the study of individual Balkan states, their problems of nationalism and international relations.

225. THE EXPANSION OF EUROPE. Prerequisite, History 101. The exploration and territorial and economic expansion of the leading European nations into the Far East, the Western Hemisphere and Africa, from the late fifteenth century to modern times.

230. HISTORY OF MODERN RUSSIA. No prerequisite. Russian history with emphasis on the period since the reforms of Peter the Great, reformist and revolutionary tendencies in the nineteenth century, the revolution of 1905 and th Bolshevik Regime.

235. THE WEST IN AMERICAN HISTORY. Prerequisite, History 105. The West from the first explorations and settlement of France, Spain and England to the disappearance of the frontier in the 1890s. The influence of the frontier in American history is emphasized, as well as the growth and importance of the West itself.

240. THE DIPLOMATIC HISTORY OF THE UNITED STATES. Prerequisite, History 105. The diplomatic history of the United States from the time of the American Revolution to the present, with emphasis on the growing influence of the United States upon world affairs.

250. THE COLONIAL PERIOD OF AMERICAN HISTORY. Prerequisite, History 105. Study of the foundations of the American nation, from the European background of colonization through the American Revolution and its consequences.

251. JEFFERSON, HAMILTON AND JACKSON. Prerequisite, History 105. The early national period of American history from the post-revolutionary period through Jackson's administration. Much attention is given to the political philosophies, sections, and leaders of this time.

252. THE CIVIL WAR AND RECONSTRUCTION. Prerequisite, History 105. The history of the United States from the end of Jackson's administration to the end of Reconstruction in 1876. Particular attention is paid to the coming of the Civil War, the War itself, and the political, social, and economic characteristics of the Reconstruction period.

253. THE UNITED STATES IN THE TWENTIETH CENTURY. Prerequisite, History 105. The history of the United States from the end of the Reconstruction period to the present. Considerable attention is given to the growth of the United States as a world power, reform movements under Theodore Roosevelt and Woodrow Wilson, the War of 1914-1918, the New Deal, and the War of 1939-1945 and its aftermath.

255. THE CONSTITUTIONAL HISTORY OF THE UNITED STATES. Prerequisite, History 105. The colonial background of the American Constitution, the drafting of the Constitution itself, and the leading constitutional developments down to the present.

350. SEMINAR IN AMERICAN HISTORY. Prerequisite, twelve hours in history, including six hours in advanced American history. Intended primarily for history majors. Particularly useful to students planning to do graduate work in history. It involves work in historiography and research methods, and the intensive study of some limited period or topic in American history.

351. SEMINAR IN EUROPEAN HISTORY. Prerequisite, twelve hours in history, including six hours in advanced European history. A reading knowledge of a European language, especially French or German, is desirable. Intended primarily for history majors. Particularly useful to students planning to do graduate work in history. It involves work in historiography and research methods, and the intensive study of some limited period, or topic in European history.

HUMANITIES

See American Culture, Culture Studies, English, History, Literature, Modern Languages, Music, and Philosophy.

The Humanities requirements for the A.B. degree are listed as, "The study of our heritage of creative arts and competing values." (See page 43.)

ITALIAN

See Modern Languages.

JOURNALISM

INSTRUCTIONAL STAFF

James O. Supple

201. INTRODUCTION TO JOURNALISM. Prerequisite, English 102. Present-day American journalism is examined with special attention given to: the business of journalism, the social implications of the newspaper as a business institution, freedom of the press, newspapers and the public, the canons of good journalism, the "departments" of the newspaper, and journalism as a career.

210. WRITING FOR PRINT. Prerequisite, English 102. Analysis of journalistic writing (non-fiction). Clinical treatment of articles written by members of the class.

220. NEWS WORKSHOP I. Prerequisite, *Torch* staff membership and English 101, or consent of instructor. A laboratory course in journalism, registration for which is required of all students who wish to serve on the staff of the *Torch,* student newspaper of Roosevelt College. (First-semester freshmen serving as apprentices on the *Torch* staff may postpone enrollment in the course for one semester; as soon as they become regular members of the staff, they must enroll in the News Workshop course currently offered.) Students will become acquainted with the principles of news writing and the techniques of interviews and press conferences. Each student will be given a weekly assignment suitable for use in the *Torch* and will be required to submit a definite amount of copy, which will be graded according to its suitability for publication. Weekly staff conferences at which the issues of the *Torch* will be analyzed and criticized.

221. NEWS WORKSHOP II. Prerequisite, *Torch* staff membership and English 101, or consent of instructor. A continuation of News Workshop I, though the student may take this course prior to Journalism 220. Students will gain experience in this course in the handling of news sources and the writing of news stories. Some attention is given to copy desk methods and writing headlines, as well as to layout and makeup. Weekly staff conferences at which the issues of the *Torch* are analyzed and criticized. Like Journalism 220, this course is required of all students who wish to serve as regular members of the *Torch* reportorial or editorial staff.

LABOR EDUCATION

Frank W. McCallister, *Director*

Hy Fish, *Assistant Director; Associate Professor of Labor Education*

The Labor Education Division offers training opportunities for union men and women and educational services for labor groups. It provides facilities for learning the skills and techniques essential for effective collective bargaining and efficient union administration. It also presents analyses and discussions of labor history and of social, economic and political trends affecting workers as members of the labor movement and as citizens. "Training for better union service" has been the Division's main objective.

The educational services offered for labor consist primarily of short courses. Classes ordinarily meet in the evening once a week for six or eight weeks. There are generally no formal entrance requirements, except when the subjects offered are of a technical nature or are prepared for special groups of workers. No examinations are given and no college credits are awarded for work completed.

Instruction is provided by members of the regular faculty of the College, and by union leaders, government officials, and other specialists in union administration and collective bargaining. Classes are conducted both in the college building and in union halls and other centers away

from the College. Members of over 50 different international unions have enrolled in its classes, the greater proportion coming from "middle-leadership."

Special consideration is given to requests for extension services in union halls, both lectures and courses, and the Division also provides counsel for labor organizations in the development of their own educational programs. Sound slide-films on labor subjects and projection equipment are likewise available.

Tuition fees for Labor Education courses vary depending upon the length, instruction, location and nature of the course. The fee for an eight-week course meeting in the College for two hours once a week, or a total of 16 hours, is $9.00. The individual fee for a similar extension course is $6.00, with certain minimum requirements on the number of union members participating. These fees may be paid by the students or by their union organizations. Full and half-time scholarships are available to those who qualify.

Week-end, one-week, and two-week institutes for consideration of special areas of labor interest or for representatives from particular unions can be arranged in cooperation with the Division.

Forum-institutes, special lectures and workshops are presented for more popular treatment or exploration of industrial issues, such as federal labor legislation, labor and politics, labor and international relations, and psychology in union administration and collective bargaining.

The following typical courses are available:

COLLECTIVE BARGAINING—History and purpose of collective bargaining. Management and labor prerogatives. Scope and legality of agreements. Preparation and presentation of economic data. Briefing negotiating committees. Basic contract provisions on union security, wages, seniority. New proposals on annual wage, health and welfare plans. Local application of national contracts. Enforcement of agreement. Grievance procedure.

LABOR HISTORY—Early labor unions. National Labor Movement. The Molly Maguires. Knights of Labor. Industrial Workers of the World. Beginnings of the modern labor movement. American Federation of Labor. The Railroad Brotherhoods. Congress of Industrial Organizations. Political action. Cooperative enterprises. Workers' education.

LEADERSHIP TRAINING—Function of officers, committees and members. Defining union objectives and contract rights. Interpreting economic factors to members. Getting along with people in the union. Union relations with management. Group relations in unions. Union participation in the community. Sources of information.

LABOR ECONOMICS—Wages, prices, profits, inflation, monopoly, full employment and their relation to collective bargaining and union policy.

DEVELOPING AN EDUCATIONAL PROGRAM FOR LOCAL UNIONS—Objectives of workers' education. Basis for developing programs in locals. Techniques. Classes and discussion groups. Literature. Audio-visual aids. Radio. Recrea-

tion. Reaching people where they are. Planning an educational program based on the needs of the local.

LABOR'S RIGHTS UNDER THE NEW FEDERAL LABOR BILL—A social and legal interpretation of the effect of the act on union security, union growth, strikes, boycotts, labor political action and contract negotiations.

STEWARD TRAINING (Separate class for each local union to be held at union-designated hall.)—Rights of stewards under agreement. Duties of stewards. Settling grievances. Steps to take. What is a grievance? Keeping members in department informed.

THE RELATIONSHIP OF INDUSTRIAL ENGINEERING TECHNIQUES TO COLLECTIVE BARGAINING:

Course I. JOB EVALUATION—A study of the basic types of job evaluation and their application: ranking, classification, point and factor comparison plans. Limitations of the techniques. Union contract clauses. Class members will be expected to introduce practical plant problems.

Course II. TIME AND MOTION STUDY—A course in the techniques and limitations of time study. How to take studies. How to check studies taken by management. Unions and methods improvement. Base rates. Allowances. Leveling. Setting time standards.

Course III. WAGE INCENTIVE PLANS—Background of wage incentives. Basic principles of incentive plans. Examination of various plans. Straight piece work. Standard hours. Step-down rates. Step-up rates. Group incentives. Indirect labor bonuses. Collective bargaining under incentive plans. Contract provisions.

PARLIAMENTARY LAW
EFFECTIVE SPEECH
SCIENCE FOR WORKERS
PUBLIC RELATIONS
LABOR MOVEMENT ABROAD
PROBLEMS OF INTER-GROUP RELATIONS
TECHNIQUES IN UNION ADMINISTRATION
GROUP DISCUSSION LEADERSHIP
UNIONS AND CO-OP ORGANIZATION
LABOR POLITICAL ACTION
UNION COUNSELING
CURRENT LABOR PROBLEMS
LITERATURE FOR WORKERS
LABOR JOURNALISM

Because nearly all of the work offered by the Labor Education Division consists of short courses, credit for these courses does not count toward the Bachelor's degree, except in the Labor Relations Major, upon recommendation of an educational adviser.

For further information, write to Labor Education Division for brochure.

LABOR RELATIONS

This program of study, leading to the degree of Bachelor of Arts, attempts to provide for general education as well as for the improvement of the student's qualifications for work in the field of labor relations. It includes basic courses drawn from various fields to provide the technical preparation for administrative and professional positions. Preparation for a career in the union movement generally requires participation in union affairs at the local level, for which this program cannot be considered a substitute.

In addition to the general degree requirements listed on page 43, the student will complete the following eight courses in the fields of economics and labor relations:

Economics 102, 209, 211, 215, 234, 290
Finance 110
Sociology 218

He will also present 30 semester hours selected from the following courses with the approval of the chairman of the Department of Economics:

Accounting 101, 102, 203
Business Administration 101
Economics 130, 201, 221, 233, 273, 277
Education 216, 280, 281
Journalism 201, 210
Personnel Administration 210, 220, 230, 340
Political Science 210, 270, 311
Psychology 220
Sociology 230, 245, 317, 331, 361
Speech 101

Three hours' credit may also be earned by taking approved courses offered by the Labor Education Division. Descriptions of the courses listed above will be found in this catalog under the departments concerned.

LATIN

INSTRUCTIONAL STAFF

Frances F. Senescu

101. ELEMENTARY LATIN. No prerequisite. First part of a year sequence. Introductory grammar and daily reading of graduated selections from the principal Latin classics.

102. ELEMENTARY LATIN. Prerequisite, Latin 101 or consent of the instructor. Second part of first year sequence; continuation of 101. Special attention to our cultural heritage from the Latin language and literature.

LITERATURE

(Foreign Literature in Translation)

INSTRUCTIONAL STAFF

Literature 202—Estelle A. DeLacy, *Course Chairman*

Vineta Colby — Betty Seybold
Dorothy Welker — Otto Wirth

Other Courses—Members of the Department of Modern Languages.

202. MASTERPIECES OF EUROPEAN LITERATURE. Prerequisite, English 201. A study

of representative masterpieces of continental European literature in English translation. Through methods of literary analysis and interpretation, the course offers a survey of the European literary tradition as it developed from the classical to the modern period. Those great literary works have been selected to be read in their entirety which express ideas that have shaped western culture and which deal with persistent problems of human experience. Required readings include: Homer, *Iliad;* Sophocles, *Oedipus the King;* Euripides, *Medea;* Dante, *Inferno;* Boccaccio, *Decameron;* Rabelais, *Gargantua;* Voltaire, *Candide;* Goethe, *Faust, Part I;* Dostoevsky, *Crime and Punishment.*

220. SURVEY OF FRENCH LITERATURE. Prerequisite, English 201. A course dealing with the court and folk literature of the Middle Ages (Chanson de Roland, romances of chivalry, fabliaux, Roman de Renard, Roman de la Rose, farces, and lyric poetry, especially Villon); the Renaissance (Rabelais, Montaigne, and the poets of the Pleiade); and the 17th century, with special emphasis on the classical drama of Corneille, Racine, and Moliere.

221. SURVEY OF FRENCH LITERATURE. Prerequisite, English 201. A continuation of Literature 220, with comparable amounts of reading. Special emphasis on the 18th and 19th centuries.

222. THE FRENCH NOVEL IN THE NINETEENTH CENTURY. Prerequisite, English 201. A course dealing with the three chief movements of the period: the romantic, the realistic, and the naturalistic school, with a study of the most important authors and their works (Hugo, Sand, Merimee, Stendhal, Balzac, Flaubert, Zola).

223. THE FRENCH THEATER IN THE NINETEENTH CENTURY. Prerequisite, English 201. A study of the chief movements of the period: the romantic, the realistic, the naturalistic, and the symbolistic school, their most important authors and their works (Hugo, Vigny, Musset, Augier, Dumas fils, Brecque, Maeterlinck, Claudel).

224. FRENCH NOVEL IN THE TWENTIETH CENTURY. Prerequisite, English 201. A study of the principal French writers in this field (Proust, Gide, Malraux, Mauriac, Andoux, Sartre, and Camus). Attention is given to various trends and their significance.

240. MODERN SPANISH LITERATURE. Prerequisite, English 201. A study of the literary movements in the drama, fiction, and poetry of the 19th century. Romanticism to the Generation of '98.

241. THE GOLDEN AGE IN SPANISH LITERATURE AND LITERARY MASTERPIECES. Prerequisite, English 201. Survey of the outstanding works from the *Cid* to Calderon de la Barca. Emphasis on the *Comedia* and the picaresque novel of the Golden Age contemporary with the Elizabethan Age. Cervantes.

242. THE MODERN SPANISH NOVEL. Prerequisite, English 201. From the romantic movement to naturalism and the beginning of the contemporary period. Fernan Caballero to the early work of Galdos and Blasco Ibanez. The liberal movement of the nineteenth century and the reaction to it in the novel.

243. THE MODERN SPANISH DRAMA. Prerequisite, English 201. The drama from the romantic period to some of the contemporaries. Major part of the course deals with the nineteenth century.

244. THE EIGHTEENTH CENTURY IN SPANISH LITERATURE. Prerequisite, English 201. A study of Spanish neo-classicism and Spain's resistance to it.

Feijoo, Luzan, and Jovellanos; Ramon de la Cruz, Padre Isla, and Torres Villarroel.

245. INTRODUCTION TO HISPANIC-AMERICAN LITERATURE. Prerequisite, English 201. A survey of the literature of Hispanic-America from the period of the Independence to our days. Special study of the *Modernista* Movement and the contemporary tendencies of Hispanic-American literature.

254. RUSSIAN LITERATURE FROM THE BEGINNING TO THE MID-NINETEENTH CENTURY. Prerequisite, English 201. A survey of the chief literary contributions made by Russian writers of the Kiev period (Lay of the Host of Igor, the Bylini, and folklore). The era of Catherine the Great (Derzhavin, Karamzin, Krylov, Zhukovsky, Fonvizin) and the early nineteenth century (Pushkin, Lermontov, Gogol, Goncharov, Turgenev). The critics (Belinsky, Herzen, Dobroliubov, Chernishevsky, etc.)

255. THE GREAT RUSSIAN NOVELISTS. Prerequisite, English 201. The "giants" of Russian literature (Dostoevsky and Tolstoy) with special emphasis on the sociological and ideological aspects of their works. Their lesser contemporaries (Leskov, Saltykov-Schedrin, Garshin, Chakhov, and the early Gorky). The "neo-realists" (Kuprin, Andreev, Bunin, and others.)

256. MODERN RUSSIAN LITERATURE. Prerequisite, English 201. A survey of Russian literature from the 1905 Revolution to the present day. New literary movements (symbolism, futurism, modernism). The Russian theater, especially the Moscow Art Theater. Literature after 1917, with special emphasis on the relationship of literature to the Soviet regime. "Socialist realism" and its meaning, with particular attention to the writings of Alexander Blok, Gorky-after the revolution, Ilya Ehrenburg, Michael Sholokhov, Alexander Fadyeev, Konstantin Simonov, and new post-war writers.

270. SURVEY OF GERMAN LITERATURE TO 1740. Prerequisite, English 201. A comprehensive view of the development of the literary genres from the beginning to 1740. Special emphasis is given to the Middle High German epic and the Reformation movement.

271. SURVEY OF GERMAN LITERATURE FROM 1740. Prerequisite, English 201. A continuation of Literature 270. A comprehensive study of the classical period, culminating in the works of Lessing, Herder, Goethe, and Schiller.

272. MAIN CURRENTS IN NINETEENTH CENTURY GERMAN LITERATURE. Prerequisite, English 201. A discussion of the works of Kleist, Grillparzer, Buchner, Heine, and Hebbel.

273. MODERN GERMAN LITERATURE. Prerequisite, English 201. A comprehensive view of the development of German literature from 1880 to the present.

274. THE GERMAN NOVEL IN THE NINETEENTH CENTURY. Prerequisite, English 201. A study of the principal works of Freytag, Raabe, Keller, and Fontane.

275. THE GERMAN DRAMA FROM 1880 TO THE PRESENT. Prerequisite, English 201. A study of the work of the chief dramatists of the modern period (Hauptmann, Wedekind, Unruh, Toller, Werfel, Kaiser, Johst).

276. THE GERMAN *Novelle* FROM GOETHE TO THOMAS MANN. Prerequisite, English 201. A study of modern German prose-fiction of the short story type. Representative works of Goethe, Keller, Meyer, Storm, Raabe, Stifter, Viebig, Schnitzler, Heinrich Mann, Wassermann, and Thomas Mann form the basis of the course.

277. THOMAS MANN AND MODERN GERMAN FICTION. Prerequisite, English 201. A study of the contemporary German novel and essay on the basis of Thomas Mann's work. The discussion includes significant prose works by Carossa, Doblin, Feuchtwanger, Hauptmann, Junger, Kolbenheyer, Wasserman, Werfel, Wiechert, Stefan and Arnold Zweig.

278. GERMAN ROMANTICISM. Prerequisite, English 201. A study of the intellectual trends of the epoch between 1790 and 1830 as manifested in the works of Novalis, Tieck, the Schlegels, Arnim, Brentano, Hoffmann, and Eichendorff.

292. LITERATURE OF THE RENAISSANCE IN ITALY. Prerequisite, English 201. From Petrarch through the "cinquecento." A survey of the chief literary contributions made by Petrarch, Ariosto, and Tasso (great exponents of chivalrous romance in verse), Machiavelli, Savonarola, Galileo, Giordano Bruno and their contemporaries. The relationship of literature to the social background and political thought of the period.

293. ITALIAN LITERATURE OF THE MODERN PERIOD. Prerequisite, English 201. A survey of Italian literature from the revolutionary period of the nineteenth century to the present day, with particular attention to the writings of Mazzini, Pellico, D'Annunzio, Carducci, Manzoni (romanticism in the novel), Verga (realism), De Sanctis, and Croce (critic and historians). Contemporary writings, as Silone's *Bread and Wine*. Study of the development of the opera and drama, with works of Goldoni, Metastasio, and Pirandello.

310-311. INTELLECTUAL DEVELOPMENT OF THE 18TH CENTURY. Prerequisite, Literature 202 and consent of instructor. Primarily a seminar for outstanding students in the humanities. Deals with the main ideas and intellectual currents of the 18th century, as manifested in the literature, art, science, philosophy and politics of the period. Locke, Montesquieu, Adam Smith, Reynolds, Voltaire, Rousseau, Paine, Kant, Goethe, Schiller, The Federalist Papers.

312-313. INTELLECTUAL DEVELOPMENT OF THE 19TH CENTURY. Prerequisite, Literature 202 and consent of instructor. Primarily a seminar for outstanding students in the humanities. Deals with the main ideas and intellectual currents of the 19th century, as manifested in the art, literature, science, philosophy and politics of the period. Wordsworth, Bentham, Mill, Hegel, Marx, Comte, Darwin, Pius IX, Emerson, Thoreau, Ibsen.

MARKETING

INSTRUCTIONAL STAFF

Carl F. Strodel, *Acting Chairman*

William J. Graham	Adolph G. Pierrot
Edward S. Gordon	Charles C. Slater
Bernard Herman	Norman M. Wallack
Karl E. Irvin, Jr.	Brandel L. Works

The curriculum of this Department specializes in the training of men and women for successful participation in that wide area of business called "distribution" or "sales".

The field of marketing embraces distribution problems and techniques of great variety and contrast, from the problems of the small retailer to those of the large manufacturer. The tools or skills of marketing are

diverse and specialized, with general principles applying over a wide field. Special techniques and special media are used in highly distinctive ways, where the distribution problem ranges from the local appeal for consumer patronage to the broader appeal for industrial markets.

Training in salesmanship, sales management, retailing, and the more generalized sales promotion techniques are all in the curriculum of the Marketing Department. A major concern of the instructional staff is to keep abreast of changes in marketing needs and the techniques that are used in the changing times. Much stress is placed on the analysis of problems and the planning of programs.

Degree Requirements for Students Majoring in Marketing

1. Students must complete the 14 liberal arts courses as specified in paragraph 1 on page 51.
2. Students must complete these elementary courses: Accounting 101-102; Business Administration 101; Marketing 101; and Finance 110.
3. The following courses must also be completed: Marketing 200, 201, 210 or 211, 220 and 224; Advertising 231; Two other courses in the Department which will emphasize the students' specialization in advertising, retailing, or sales; Business Law 201 and 202; Finance 250; Business Administration 245; and Economics 234.
4. To complete the 60 semester-hour commerce requirement, students must complete six additional semester hours of work in the School of Commerce.
5. To complete the 120 semester hours required for graduation, students must complete an additional 18 semester hours of elective credit.

The above degree requirements supplement those listed on pages 51-52.

101. PRINCIPLES OF MARKETING. Prerequisite, Economics 101. A study of the nature of distribution or marketing; marketing functions and institutions; marketing legislation and practices.

200. PRINCIPLES OF MARKET SURVEY. Prerequisite, Marketing 101. This course deals specifically with the study of the market—the point of use of goods and services. The volume of goods moving in the industrial and the consumer markets is about evenly divided; the industrial market has practically nothing in common with the consumer market. It is essential, therefore, that the student acquire an early appreciation of the necessary approaches to the study of the two separate markets.

201. PROBLEMS IN MARKETING. Prerequisite, Marketing 200. A case study of selected problems, such as determining price policies; brand policies; promotion, and competition.

210. RETAIL MERCHANDISING. Prerequisite, Marketing 201. A course dealing with the study of retail buying and selling activities, merchandising problems, pricing and price policies, and retail salesmanship; also a case study of problems in retail merchandising.

211. RETAIL OPERATION AND CONTROL. Prerequisite, Marketing 201. Deals with retail store operating activities and personnel problems including customer service policies, store systems, personnel management, and retail control activities such as credit, accounting, and insurance. Includes a case study of problems in operation and control.

220. SALES TRAINING. Prerequisites, Business Administration 101 and Marketing 101. A study of salesmanship and selling methods.

224. SALES MANAGEMENT. Prerequisites, Marketing 201 and 220. A study of problems and modern methods of recruiting, selecting, and training a sales force; building sales quotas; sales programs; and supervision of the sales force.

303. INDUSTRIAL MARKETING. Prerequisite, Marketing 224. Emphasis is placed on providing better understanding of the difficulties involved in the marketing of industrial goods, and exploring current policy decisions in the handling of industrial marketing problems. The course examines how the end of World War II has brought into sharp focus the need for: (a) radical readjustments throughout the marketing industry; (b) quick adaptations to the increasingly competitive economy; and (c) necessary alertness to the impact of government "standby" production orders on the industrial marketing mechanism. Case studies and projects are included.

390. RESEARCH IN MARKETING. Prerequisites, fifteen semester hours in marketing courses and senior standing. One to four semester hours.

MATHEMATICS

INSTRUCTIONAL STAFF

Greenville D. Gore, *Chairman*
Woodrow W. A. Jaffee
Edward H. Kingsley
Jack Silber
Alan T. Street
Clayton J. Thomas

The Department of Mathematics recognizes four kinds of service which it aims to render for the student body:

1. To present the cultural values of mathematics in such a manner as to develop student appreciation for mathematics as a discipline, not for any alleged training value to the mind, but for those benefits, both tangible and intellectual, that derive from what it has enabled the human race to accomplish.
2. To make available those mathematical courses that are needed by students who are specializing in other fields, such as physics, chemistry, biology, engineering, and economics.
3. To provide certain courses that are integral parts of required training in professional fields. Among these are statistics, actuarial science and engineering.
4. To offer training in mathematics of especially high quality for

teachers and other persons who expect to do graduate work in the field.

The Department is cognizant of recent trends toward more advanced subject matter and increased rigor or precision in the beginning graduate courses offered by the better universities. In order that our mathematics majors may be able to meet these rising standards, the Department has introduced several new advanced courses, examples of which are: Introduction to Modern Algebraic Theories (Math. 325), Functions of a Complex Variable (Math. 355), and Metric Differential Geometry, (Math. 356).

Major: Requirements for a major in mathematics are: At least four courses (12 semester hours) beyond Mathematics 204, not less than six hours of which have been completed at Roosevelt College. All credits that have been transferred from other colleges must be approved explicitly by the Chairman of this Department in order to be applied toward the departmental major. No course in which the student has received a grade lower than C may be counted toward the major sequence. (See the sample program on page 114.)

99. ALGEBRA I. Prerequisite, placement examination*. For students who have had no high school algebra and for those whose results on the placement examination indicate that a review is needed. An introduction to algebraic concepts at the elementary level. Topics through simultaneous linear systems in two unknowns.

100. ALGEBRA II. Prerequisite, one year of high school algebra and placement examination*, or credit for Mathematics 99 in the previous semester. Algebraic concepts and techniques at the intermediate level. Topics through simultaneous quadratic systems in two unknowns.

101. PLANE TRIGONOMETRY. Prerequisite, Mathematics 100 or 1½ years of high school algebra and plane geometry. Topics: Functions of the general angle; functions of acute angles; solutions of right triangles by natural trigonometric functions; trigonometric identities; reduction formulas; radian measure; graphs of trigonometric functions; addition formulas, logarithms; solutions of triangles by logarithms, inverse trigonometric functions; and trigonometric equations.

102. ALGEBRA III. Prerequisite, one and one-half years of high school algebra, one year of plane geometry, and placement examination*, or credit for Mathematics 100 in the previous semester. Algebraic concepts and techniques at an advanced level. Topics: Functions and their graphs; complex numbers; inequalities; progressions; theory of equations; mathematical induction; the binomial theorem; permutations, combinations, and probability; linear systems and determinants.

**The Algebra Placement Examination.* During the first week of the semester all candidates for Algebra I, II, or III, will be given a placement examination in arithmetic and algebra to determine at what level their study of algebra should begin. As indicated by the results of the examination, students will be placed in Mathematics 99, 100, or 102. Students who do exceptionally well will be encouraged to take a proficiency examination in Algebra III and thus possibly advance immediately to the next level of mathematics. The Department reserves the right to exclude a candidate from any of the algebras if the results on the placement examination indicate extraordinary mathematical weakness.

103. ANALYTIC GEOMETRY. Prerequisite, Mathematics 101 and 102. Functional relations involving two variables, and graphical representations of their loci (straight lines, conic sections and higher plane curves). The guiding principles by which coordinate systems are selected and transformed to serve the purpose of the user. A brief introduction to the geometry of three dimensions.

115. STATISTICAL ANALYSIS OF SCIENTIFIC DATA. Prerequisite, Mathematics 101 and 102: Topics: The computation of averages and measures of dispersion, elementary probability, an introduction to probability distributions, elements of sampling, confidence limits and statistical significance tests, and curve fitting by the method of least squares and correlation.

203. CALCULUS I. Prerequisite, Mathematics 103. The methods and techniques of differential calculus, supplemented by some elementary integral calculus to serve the immediate needs of engineering students. Topics: Fundamental definitions, the theory of limits, differentiation of algebraic and transcendental forms, maxima and minima, anti-differentiation of simple algebraic functions, integration as a process of summation, parametric and polar representations, curvature, and many applications to geometry and science. Five semester hours.

204. CALCULUS II. Prerequisite, Mathematics 203. A continuation of Calculus I, with emphasis on the techniques and applications of integral calculus. Topics: The mean value theorem of differential calculus, integration of standard forms, integration by various devices, uses of tables of integrals, infinite series, series expansions for functions, partial differentiation, and multiple integration. Five semester hours.

211. ENGINEERING MECHANICS I. *Statics.* Prerequisite, Mathematics 203 or concurrently. Composition and resolution of forces in a plane and in three dimensions; parallel forces in a plane; parallel forces in three dimensions; non-parallel forces; graphical and algebraic methods including Bow's notation and funicular force polygons; methods of sectioning structures; catenaries and other forms of suspended cables; and friction.

212. ENGINEERING MECHANICS II. *Dynamics.* Prerequisite, Mathematics 211 and 204 or concurrently. Problems in kinematics, such as harmonic motion, circular motion, relative displacements, velocities and accelerations, Coriolis' law, and motion of rigid bodies; kinetics problems including force, mass, and acceleration in relation to Newton's laws of motion; equations of motion for a particle and for a rigid body; kinetics of translating and rotating bodies; kinetics of general motion of a rigid body in a plane; work and energy; impact; conservation of momentum; and the gyroscope.

220. THEORY OF EQUATIONS. Prerequisite, Mathematics 203 and 204 concurrently. Complex numbers; cubic and quartic equations; numerical equations in general; determinants; linear systems of equations; symmetric function; and theories of elimination.

307. DIFFERENTIAL EQUATIONS. Prerequisite, Mathematics 204. A study of the more common types of ordinary differential equations, especially those of the first and second orders. The course is designed to meet the needs of both engineering and liberal arts students. Hence, emphasis is placed on geometrical interpretations and applications to geometry, elementary mechanics, physics, and chemistry.

308. Partial Differential Equations. Prerequisite, Mathematics 307 and 220, or consent of the instructor. The development of partial differential equations by eliminating constants, by eliminating arbitrary functions, and by consideration of physical situations; complete, general and singular integrals; the subsidiary equations of Lagrange; the method of Charpit; the method of Jacobiy; Fourier's series; linear differential equations with constant coefficients; Laplace's transformation; boundry value problems such as vibrating strings, heat flow in one and two dimensions, problems in electricity; and the method of Monge.

315. Vector Analysis. Prerequisite, Mathematics 204 and 220, or consent of the instructor. The course treats the powerful vector techniques for investigating a broad class of mathematical problems, with special reference to physics and mechanics: the operations addition and subtraction; the "dot" and "cross" products; differentiation of vectors, the "del" operator on scalars, and on vectors; integration of vector, transformations on line and surface integrals; the operators in terms of curvilinear coordinates; the electrostatic field; the partial differential equations of Poisson and Laplace.

325. Introduction to Algebraic Theories. Prerequisite, Mathematics 220. Abstract algebraic systems and the theory of matrices: groups, rings, fields, linear or vector spaces, linear transformations on vector spaces, matrices, equivalence relations, and applications to quadratic forms.

347. Mathematical Statistics I. *Probability.* Prerequisite, Mathematics 204. This course presumes a good foundation in the integral calculus. The theory is developed from first principles, the axiomatic approach being the point of view adopted. Topics covered are: point sets, probability measure, random variables, distribution functions, Stieltges integration, the normal, the binomial, the Poisson, and associated distributions, moment generating functions, fundamental limit theorems, and the classical theory of combinatorial analysis.

348. Mathematical Statistics II. *Statistical Inference.* Prerequisite, Mathematics 347. Sampling, sampling distributions, sampling from a normal population, introduction to the theory of statistical estimation, tests of significance, correlation and normal regression theory.

350. Advanced Calculus I. Prerequisite, Mathematics 204 with a grade of C or better. The primary purpose of the course is to establish the foundations of the calculus by emphasis on fundamental definitions and theorems, and on methods of rigorous proof. Topics include: sequences and the theory of limits; continuity of functions of one or more variables; total and partial derivatives of the first and higher orders; the definite integral and the Fundamental Theorem of the Integral Calculus; the Mean Value Theorems of the Differential and Integral Calculus; volume and surface integrals; Green's Theorem in space; applications.

351. Advanced Calculus II. Prerequisite, Mathematics 350. A continuation of Advanced Calculus I, with the same emphasis on fundamentals and rigor: line integrals and their properties; Green's Theorem in the plane; Stoke's Theorem; definitions and standard tests for infinite series; properties of absolutely and uniformly convergent series; power series; Taylor's Formula and Taylor's Series; maxima and minima for functions of two or more variables; improper integrals; the Gamma function; Fourier Series; applications.

352. Fourier Series. Prerequisite, Mathematics 351 or consent of instructor. This course is designed to investigate Fourier Series as a subject in themselves and as they arise from certain boundary value problems of

Mathematical Physics. Convergence under the Conditions of Dirichlet will be established and the theorems of Weierstrass, Parseval, Fejer, and others will be developed rigourously. Some attention will be given to orthogonal functions in general and to LeGendre Polynomials and Bessel's Functions.

355. Introduction to the Theory of the Complex Variable. Prerequisite, Mathematics 351 or concurrently. This course is primarily for mathematics and physics majors. It lays the foundation for an intelligent appreciation of function theory for graduate students of mathematics and establishes the theory underlying the theorems used by the physicist in his advanced work. Topics: definitions and algebra of the complex number; definition and properties of analytic functions; definitions, analysis and geometry of the elementary functions of a complex variable; complex integration; Cauchy-Goursat Theorem and some of its consequences; power series, Taylor's Series, and Laurent's Series; residues and poles; conformal mapping; applications.

356. Solid Analytic and Differential Geometry. Prerequisite, Mathematics 350 and 307. This course will include a brief introduction to the classical solid analytic geometry, followed by a treatment of metric differential geometry of space curves and of surfaces. Topics are: Three dimensional coordinate systems and their transformations, with particular attention to metric transformations; paremetric representations of curves; the moving trihedral, arc length, curvature, torsion and the intrinsic equations of curves; helices, Bertrand curves, and developable surfaces; the fundamental theory of surfaces; curvature, and important systems of curves on a surface; mapping of surfaces; surfaces of special types.

Suggested Program for Students Majoring in Mathematics

(For the B.S. Degree)

FOR FULL-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 101—Main Currents in European History	3
Philos. 101—Philosophical Foundations I	3	Eng. 102—Composition II	3
Math. 101—Trigonometry	3	Speech 101—Fundamentals of Speech	3
Math. 102—Algebra III	3	Math. 103—Analytic Geometry	3
Chem. 116—General Chemistry	5	Chem. 117—Gen. Chemistry and Systematic Qualitative Analysis	5

SECOND YEAR

Hist. 105—U. S. History	3	Math. 204—Calculus II	5
Math. 203—Calculus I	5	Math. 220—Theory of Equations	3
Physics 211—Mechanics, Heat and Wave Motion	5	Physics 212—Electricity and Magnetism, Light and Atomic Physics	5
Biol. 101—Human Biology I	3	Biol. 102—Human Biology II	3

THIRD YEAR

German 101—Elementary German	4	German 102—Elementary German	4
Eng. 201—Introd. to Literature	3	Math. 307—Differential Equations	3
Math. 350—Advanced Calculus I	3	Math. 351—Advanced Calculus II	3
Physics 310—Introd. to Geometrical Optics	3	Physics 311—Physical Optics	3
Econ. 101—Introd. to Economics	3	Pol. Sci. 101—Elements of Political Science	3

FOURTH YEAR

Soc. 101—Introd. to Sociology	3	Math. 348—Mathematical Statistics II	3
Math. 347—Mathematical Statistics I	3	Math. 308—Partial Differential Equations	3
Math. 355—Functions of a Complex Variable	3	Electives	9
Electives	6		

MEDICAL TECHNOLOGY

This program of study offers an opportunity for training in the field of Medical Technology leading to the degree of Bachelor of Science. It provides a year of technical training at an approved hospital laboratory following three years of college courses. The student receives his degree at the end of the fourth year and will be eligible to take the qualifying examination of the American Society of Clinical Pathologists for registry as a laboratory technologist.

Three of the leading hospitals in the Chicago area, all of which are approved by the Council on Medical Education and Hospitals of the American Medical Association as schools for the training of laboratory technologists, are cooperating with the College in this program. These are: Mt. Sinai Hospital, The Municipal Tuberculosis Sanitarium, and Michael Reese Hospital. These institutions offer a well-balanced program of instruction in laboratory technique designed to prepare the graduate for work in any general hospital laboratory.

In addition to the general requirements for the degree of Bachelor of Science listed on page 46 the student will, in consultation with the Chairman of the Department of Biology, complete a program of scientific studies including the following requirements:

A. College courses:

1. Required:
   Biology 111, 112 or 115, 260, 300
   Chemistry 116, 117, 216, 236
2. Recommended:
   Biology 200, 301, 310
   Chemistry 314

B. Completion of a course of technical training in an approved hospital.

For course descriptions, see the Biology Department and Chemistry Department sections of the catalog.

MODERN LANGUAGES

INSTRUCTIONAL STAFF

Otto Wirth, *Chairman*

Dalai Brenes
Bertha Brommer
Joseph Creanza
Norma V. Fornaciari
Ruth C. Healy
Eric Kruh
Edward F. Robbins
Barbara Seybold

Languages at Roosevelt College are taught by an aural-oral method. Beginning with the very first course, the classwork is conducted largely in the language studied and the student is expected to speak the language as much as possible in the class sessions. Formal grammar is held to a minimum and is used only as a means to an end: to give the student an idea of the structure and tendencies of the language. The material used is of a cultural nature and is selected so as to give the student an esthetic appreciation of the culture represented by the language and literature of the several civilizations.

The 101 and 102 courses and the 200 courses in literature are four-hour courses; the others, three hours. The language courses are supplemented by laboratory work. During the semester every student makes recordings in the language studied, which he uses for corrective work. Special attention is paid to the acquisition by the student of an adequate pronunciation.

Major: A major in any of the several languages consists of four language courses, or their equivalent, and four courses in the literature of the major field. An adequate reading knowledge of some other language in the Department is also required. The Department determines in each case the adequacy of the reading knowledge.

FRENCH

LANGUAGE COURSES

101. ELEMENTARY FRENCH. No prerequisite. First part of a year sequence. Daily work in oral reading, individually and in chorus; intonation and pronunciation. Intensive reading in classroom work. Recordings of student's speech. Four semester hours.

102. ELEMENTARY FRENCH. Prerequisite, French 101 or its equivalent. Second part of first year sequence; continuation of 101. Recordings of student's speech. Four semester hours.

253. INTERMEDIATE FRENCH. Prerequisite, French 102 or its equivalent. Oral work designed to increase fluency in reading and idiomatic use of the spoken language. Outside reading and written work. Introduction to French civilization. Recordings of student's speech.

254. INTERMEDIATE FRENCH. Prerequisite, French 253 or its equivalent. Intensive oral class work. Stress on idiomatic use of the spoken and written language. Oral and written compositions used to integrate the cultural material of the course. Recordings of student's speech.

255. ADVANCED FRENCH. Prerequisite, French 254 or its equivalent. Elements of phonetics. Stress on conversational proficiency. Oral reports on assigned outside readings. Recordings of student's speech.

350. FRENCH PHONETICS. Prerequisite, French 255 or equivalent. A practical study of the mechanics of pronunciation and of the principles of stress, intonation, syllabication, linking, elision, assimilation, etc. Recordings of student's speech.

LITERATURE COURSES

201. SURVEY OF FRENCH LITERATURE. Prerequisite, French 254 or its equivalent. A course dealing with the court and folk literature of the Middle Ages (Chanson de Roland, romances of chivalry, fabliaux, Roman de Renard, Roman de la Rose, farces, and lyric poetry, especially Villon); the Renaissance (Rabelais, Montaigne, and the poets of the Pleiade); and the 17th century, with special emphasis on the classical drama of Corneille, Racine, and Moliere. Four semester hours.

202. SURVEY OF FRENCH LITERATURE. Prerequisite, French 254 or its equivalent. A continuation of French 201 with comparable amounts of reading. Special emphasis on the 18th and 19th centuries. Four semester hours.

210. THE FRENCH NOVEL IN THE NINETEENTH CENTURY. Prerequisite, French 254 or its equivalent. A course dealing with the three chief movements of the period: the romantic, the realistic, and the naturalistic school, with a sturdy of the most important authors and their works (Hugo, Sand, Merimee, Stendhal, Balzac, Flaubert, Zola). Four semester hours.

211. THE FRENCH THEATER IN THE NINETEENTH CENTURY. Prerequisite, French 254 or its equivalent. A study of the chief movements of the period: the romantic, the realistic, the naturalistic, and the symbolistic school—their most important authors and their works (Hugo, Vigny, Musset, Augier, Dumas fils, Brecque, Claudel). Four semester hours.

212. THE FRENCH NOVEL IN THE TWENTIETH CENTURY. Prerequisite, French 254 or equivalent. A study of the principal French writers in this field (Proust, Gide, Malraux, Mauriac, Andoux, Sartre, Camus). Attention is given to various trends and their significance. Four semester hours.

GERMAN

LANGUAGE COURSES

101. ELEMENTARY GERMAN. No prerequisite. First part of a year sequence. Daily work in oral reading, individually and in chorus; intonation and pronunciation. Intensive reading in classroom work. Recordings of student's speech. Four semester hours.

102. ELEMENTARY GERMAN. Prerequisite, German 101 or its equivalent. Second part of first year sequence; continuation of 101. Recordings of student's speech. Four semester hours.

253. INTERMEDIATE GERMAN. Prerequisite, German 102 or its equivalent. Oral work designed to increase fluency in reading and idiomatic use of the spoken language. Outside reading and written work. Introduction to German civilization. Recordings of student's speech.

254. INTERMEDIATE GERMAN. Prerequisite, German 253 or its equivalent. Intensive oral class work. Stress on idiomatic use of the spoken and written language. Oral and written compositions used to integrate the cultural material of the course. Recordings of student's speech.

255. ADVANCED GERMAN. Prerequisite, German 254 or its equivalent. The land and the people. Discussion, reading, and reports concerning the geographical, economic, social, and political aspects of the German speaking countries. Class is conducted entirely in German.

256. SCIENTIFIC GERMAN. Prerequisite, German 102 or its equivalent. Aim is to develop the student's technique in reading scientific material by intensive class reading of selections from several sciences and extensive outside reading of material dealing with the student's science major. Oral mastery of scientific terminology.

LITERATURE COURSES

201. SURVEY OF GERMAN LITERATURE TO 1740. Prerequisite, German 254 or its equivalent. A comprehensive view of the development of the literary genres from the beginning to 1740. Special emphasis on the Middle High German epic and the Reformation movement. Four semester hours.

202. SURVEY OF GERMAN LITERATURE FROM 1740. Prerequisite, German 254 or its equivalent. Continuation of German 201. A comprehensive study of the classical period, culminating in the works of Lessing, Herder, Goethe, and Schiller. Four semester hours.

210. MAIN CURRENTS IN NINETEENTH CENTURY GERMAN LITERATURE. Prerequisite, German 254 or its equivalent. The works of Kleist, Grillparzer, Buchner, Heine, and Hebbel. Four semester hours.

211. MODERN GERMAN LITERATURE. Prerequisite, German 254 or its equivalent. A comprehensive view of the development of German literature from 1880 to the present. Four semester hours.

212. THE GERMAN NOVEL IN THE NINETEENTH CENTURY. Prerequisite, German 254 or its equivalent. A study of the principal works of Freytag, Raabe, Keller, and Fontane. Four semester hours.

213. THE GERMAN DRAMA FROM 1880 TO THE PRESENT. Prerequisite, German 254 or its equivalent. A study of the works of the chief dramatists of the modern period (Hauptmann, Wedekind, Unruh, Toller, Werfel, Kaiser, Johst). Four semester hours.

214. THE GERMAN *Novelle* FROM GOETHE TO THOMAS MANN. Prerequisite, German 254 or its equivalent. A study of modern German prose-fiction of the short story type. Representative works of Goethe, Keller, Meyer, Storm, Raabe, Stifter, Viebig, Schnitzler, Heinrich Mann, Wassermann, and Thomas Mann form the basis of the course. Four semester hours.

215. THOMAS MANN AND MODERN GERMAN FICTION. Prerequisite, German 254 or its equivalent. A study of the contemporary German novel and essay on the basis of Thomas Mann's works. The discussion includes significant prose works by Carossa, Doblin, Feuchtwanger, Hauptmann, Junger, Kolbenheyer, Wassermann, Werfel, Wiechert, and Stefan and Arnold Zweig. Four semester hours.

216. GERMAN ROMANTICISM. Prerequisite, German 254 or its equivalent. A study of the intellectual trends of the epoch between 1790 and 1830 as manifested in the works of Novalis, Tieck, the Schlegels, Arnim, Brentano, Hoffman, and Eichendorff. Four semester hours.

ITALIAN

LANGUAGE COURSES

101. ELEMENTARY ITALIAN. No prerequisite. First part of a year sequence. Daily work in oral reading, individually and in chorus; intonation and pronunciation. Intensive reading in classroom work. Recordings of student's speech. Four semester hours.

102. ELEMENTARY ITALIAN. Prerequisite, Italian 101 or its equivalent. Second part of first year sequence; continuation of 101. Recordings of student's speech. Four semester hours.

253. INTERMEDIATE ITALIAN. Prerequisite, Italian 102 or its equivalent. Oral work designed to increase fluency in reading and idiomatic use of the spoken language. Outside reading and written work. Introduction to Italian civilization. Recordings of student's speech.

254. INTERMEDIATE ITALIAN. Prerequisite, Italian 253 or its equivalent. Intensive oral class work. Stress on idiomatic use of the spoken and written language. Oral and written compositions used to integrate the cultural material of the course. Recordings of student's speech.

LITERATURE COURSES

202. LITERATURE OF THE RENAISSANCE IN ITALY. Prerequisite, Italian 254 or its equivalent. From Petrarch through the "cinquecento." A survey of the chief literary contributions made by Petrarch, Ariosto, and Tasso (great exponents of chivalrous romance in verse), Machiavelli, Savonarola, Galileo, Giordano Bruno, and their contemporaries. The relationship of literature to the social background and political thought of the period. Four semester hours.

203. ITALIAN LITERATURE OF THE MODERN PERIOD. Prerequisite, Italian 254 or its equivalent. A survey of Italian literature from the revolutionary period of the nineteenth century to the present day, with particular attention to the writings of Mazzini, Pellico, D'Annunzio, Carducci, Manzoni (romanticism in the novel), Verga (realism), De Sanctis and Croce (critics and historians). Contemporary writings, as Silone's *Bread and Wine*. Study of the development of the opera and drama, with works of Goldoni, Metastasio, and Pirandello. Four semester hours.

RUSSIAN

LANGUAGE COURSES

101. ELEMENTARY RUSSIAN. No prerequisite. First part of a year sequence. Daily work in oral reading, individually and in chorus; intonation and pronunciation. Intensive reading in classroom work. Recordings of student's speech. Four semester hours.

216. GERMAN ROMANTICISM. Prerequisite, German 254 or its equivalent. A study of the intellectual trends of the epoch between 1790 and 1830 as manifested in the works of Novalis, Tieck, the Schlegels, Arnim, Brentano, Hoffman, and Eichendorff. Four semester hours.

ITALIAN

LANGUAGE COURSES

101. ELEMENTARY ITALIAN. No prerequisite. First part of a year sequence. Daily work in oral reading, individually and in chorus; intonation and pronunciation. Intensive reading in classroom work. Recordings of student's speech. Four semester hours.

102. ELEMENTARY ITALIAN. Prerequisite, Italian 101 or its equivalent. Second part of first year sequence; continuation of 101. Recordings of student's speech. Four semester hours.

253. INTERMEDIATE ITALIAN. Prerequisite, Italian 102 or its equivalent. Oral work designed to increase fluency in reading and idiomatic use of the spoken language. Outside reading and written work. Introduction to Italian civilization. Recordings of student's speech.

254. INTERMEDIATE ITALIAN. Prerequisite, Italian 253 or its equivalent. Intensive oral class work. Stress on idiomatic use of the spoken and written language. Oral and written compositions used to integrate the cultural material of the course. Recordings of student's speech.

LITERATURE COURSES

202. LITERATURE OF THE RENAISSANCE IN ITALY. Prerequisite, Italian 254 or its equivalent. From Petrarch through the "cinquecento." A survey of the chief literary contributions made by Petrarch, Ariosto, and Tasso (great exponents of chivalrous romance in verse), Machiavelli, Savonarola, Galileo, Giordano Bruno, and their contemporaries. The relationship of literature to the social background and political thought of the period. Four semester hours.

203. ITALIAN LITERATURE OF THE MODERN PERIOD. Prerequisite, Italian 254 or its equivalent. A survey of Italian literature from the revolutionary period of the nineteenth century to the present day, with particular attention to the writings of Mazzini, Pellico, D'Annunzio, Carducci, Manzoni (romanticism in the novel), Verga (realism), De Sanctis and Croce (critics and historians). Contemporary writings, as Silone's *Bread and Wine*. Study of the development of the opera and drama, with works of Goldoni, Metastasio, and Pirandello. Four semester hours.

RUSSIAN

LANGUAGE COURSES

101. ELEMENTARY RUSSIAN. No prerequisite. First part of a year sequence. Daily work in oral reading, individually and in chorus; intonation and pronunciation. Intensive reading in classroom work. Recordings of student's speech. Four semester hours.

102. ELEMENTARY RUSSIAN. Prerequisite, Russian 101 or its equivalent. Second part of first year sequence; continuation of 101. Recordings of student's speech. Four semester hours.

253. INTERMEDIATE RUSSIAN. Prerequisite, Russian 102 or its equivalent. Oral work designed to increase fluency in reading and idiomatic use of the spoken language. Outside reading and written work. Introduction to Russian civilization. Recordings of student's speech.

254. INTERMEDIATE RUSSIAN. Prerequisite, Russian 253 or its equivalent. Intensive oral class work. Stress on idiomatic use of the spoken and written language. Oral and written compositions used to integrate the cultural material of the course. Recordings of student's speech.

255. ADVANCED RUSSIAN. Prerequisite, Russian 254 or its equivalent. Emphasis on aural-oral practice, vocabulary building, intonation, and pronunciation. Readings from Russian literature with oral and written reports. Dictation. Use of records as a method of diagnosis of pronunciation problems. Occasional informal discussion in Russian.

LITERATURE COURSES

212. RUSSIAN LITERATURE FROM THE BEGINNINGS TO THE MID-NINETEENTH CENTURY. Prerequisite, Russian 254 or its equivalent. A survey of the chief literary contributions made by Russian writers of the Kiev period (Lay of the Host of Igor, the Bylini, and folklore). The era of Catherine the Great (Derzhavin, Karamzin, Krylov, Zhukovsky, Fonvizin) and the early nineteenth century (Pushkin, Lermontov, Gogol, Goncharov, Turgenev). The critics (Belinsky, Herzen, Dobroliubov, Chernishevsky, etc.) Four semester hours.

213. THE GREAT RUSSIAN NOVELISTS. Prerequisite, Russian 254 or its equivalent. The "giants" of Russian literature (Dostoevsky and Tolstoy) with special emphasis on the sociological and ideological aspects of their works. Their lesser contemporaries (Leskov, Saltykov-Schedrin, Garshin, Chekhov, and the early Gorky). The "neo-realists" (Kuprin, Andreev, Bunin, etc.). Four semester hours.

214. MODERN RUSSIAN LITERATURE. Prerequisite, Russian 254 or its equivalent. A survey of Russian literature from the 1905 Revolution to the present day. New literary movements (symbolism, futurism, modernism). The Russian theater, especially the Moscow Art Theatre. Literature after 1917, with special emphasis on the relationship of literature to the Soviet regime. "Socialist realism" and its meaning, with particular attention to the writings of Alexander Blok, Gorky after the revolution, Ilya Ehrenburg, Michael Sholokhov, Alexander Fadyeev, Konstantin Simonov, and new post-war writers. Four semester hours.

SPANISH

LANGUAGE COURSES

101. ELEMENTARY SPANISH. No prerequisite. First part of a year sequence. Daily work in oral reading, individually and in chorus; intonation and pronunciation stressed. Intensive reading in classroom work. Recordings of student's speech. Four semester hours.

102. ELEMENTARY SPANISH. Prerequisite, Spanish 101 or its equivalent. Second part of first year sequence; continuation of 101. Recordings of student's speech. Four semester hours.

253. INTERMEDIATE SPANISH. Prerequisite, Spanish 102 or its equivalent. Oral work designed to increase fluency in reading and idiomatic use of the spoken language. Outside reading and written work. Introduction to Spanish civilization. Recordings of student's speech.

254. INTERMEDIATE SPANISH. Prerequisite, Spanish 253 or its equivalent. Intensive oral class work. Stress on idiomatic use of the spoken and written language. Oral and written compositions used to integrate the cultural material of the course. Recordings of student's speech.

255. ADVANCED SPANISH. Prerequisite, Spanish 254 or its equivalent. Elements of phonetics. Stress on conversational proficiency. Oral reports on assigned outside readings. Recordings of student's speech.

LITERATURE COURSES

201. MODERN SPANISH LITERATURE. Prerequisite, Spanish 254 or its equivalent. A study of the literary movements in the drama, fiction and poetry of the nineteenth century. Romanticism to the Generation of 1898. Four semester hours.

202. THE GOLDEN AGE AND LITERARY MASTERPIECES. Prerequisite, Spanish 254 or its equivalent. Survey of the outstanding works from the *Cid* to Calderon de la Barca. Emphasis on the *Comedia* and the picaresque novel of the Golden Age contemporary with the Elizabethan Age. Cervantes. Four semester hours.

203. INTRODUCTION TO HISPANIC-AMERICAN LITERATURE. Prerequisite, Spanish 254 or its equivalent. A survey of the literature of Hispanic-America from the period of the Independence to our time. Special study of the *Modernista* Movement and the contemporary tendencies of Hispanic-American literature. Four semester hours.

204. THE 18TH CENTURY. Prerequisite, Spanish 254 or its equivalent. A study of Spanish neo-classicism and Spain's resistance to it. Feijoo, Luzan, and Jovellanos; Ramon de la Cruz, Padre Isla, and Torres Villarroel. Four semester hours.

210. THE MODERN SPANISH NOVEL. Prerequisite, Spanish 254 or its equivalent. From the romantic movement to naturalism and the beginning of the contemporary period. Fernan Caballero to the early work of Galdos and Blasco Ibanez. The liberal movement of the nineteenth century and the reaction to it in the novel. Four semester hours.

211. THE MODERN SPANISH DRAMA. Prerequisite, Spanish 254 or its equivalent. The drama from the romantic period to some of the contemporaries. Major part of the course deals with the nineteenth century. Four semester hours.

MUSIC

The courses in applied and theoretical music are listed in the catalog of the School of Music.

The School of Music of Roosevelt College is one of the four divisions of the College. It offers a four-year curriculum in applied music, with a major in piano, organ, voice, strings, brass or woodwind instruments,

and a four-year curriculum in theory of music, and composition. It also offers two curricula in Public School Music, one in General Supervision, and one in Instrumental Supervision. Graduates of either program are eligible for a teacher's certificate in the Illinois Public Schools.

The School also offers the degree of Master of Music in applied music, theory, composition, musicology, and music education.

In addition, the School of Music gives instruction to many students from the other divisions of the College. These students may carry elective music courses along with their academic studies in the College. Only 10 semester hours of credit in the departments of applied music (piano, voice, and orchestral instruments) may be counted as credit toward non-music degrees, but additional credit in music theory, history, literature, and music education may be counted toward non-music degrees.

Qualified students from other departments in the College have an opportunity to participate in the College Chorus, A Cappella Choir, Symphony Orchestra, Band, and Sinfonietta. Students who are interested in participating in these activities, whether for credit or not, should apply at the Music School reception desk on the Ninth Floor.

Throughout the School Year the Music School presents a rich schedule of musical events. Students are invited, at all times, to attend.

The following courses are offered especially for non-music majors:

100. THE ENJOYMENT OF MUSIC. No prerequisite. Introduces the student to certain elements and principles of music necessary for intelligent listening and appreciation. Surveys the chief developments in music history, the works of master composers, folk music, and trends in contemporary music. Demonstration and performance by students of the School of Music. Required reading and extensive listening via phonograph.

200L. THE SYMPHONY AND CHAMBER MUSIC. Prerequisite, Music 100 or consent of the instructor. Considers two major fields of music literature from the classical period to the present. The course is conducted on a generally non-technical level, but the knowledge of the main periods in music history, of terminology, form texture, etc. acquired in Music 100 will be employed. Class discussion, concentrated listening, both in concert and on records, and extensive readings.

The Bachelor of Arts Degree with A Major in Music

The School of Music offers a major in music for students seeking a Bachelor of Arts degree. A candidate for the Bachelor of Arts degree with a major in music follows the general requirements for that degree, as stated in the college catalog. A minimum of 40 semester hours in music is required. Three fields of concentration are possible: (1) Music history and literature; (2) Music theory; (3) Applied music.

The following outlines form the basis for work toward the Bachelor of Arts degree with a major in music:

I. CONCENTRATION IN MUSIC HISTORY and LITERATURE:

(a) Basic Theory	10 Hours
(b) History of Music	6 Hours
(c) Counterpoint and Orchestration	5 Hours
(d) Advanced courses in Music History and Literature	12 Hours
(e) Piano (Sophomore standing)	8 Hours
Total	41 Hours

II. CONCENTRATION IN MUSIC THEORY:

(a) Basic Theory	10 Hours
(b) Harmony, Counterpoint, Analysis	12 Hours
(c) History of Music	6 Hours
(d) Music Literature	4 Hours
(e) Piano (Sophomore standing)	8 Hours
Total	40 Hours

III. CONCENTRATION IN APPLIED MUSIC:

(a) Basic Theory	10 Hours
(b) History of Music	6 Hours
(c) Form and Analysis	4 Hours
(d) Music Literature	4 Hours
(e) Applied Music	16 Hours
Total	40 Hours

PERSONNEL ADMINISTRATION

(Part of the Business Administration Department)

Certificate in Personnel Administration: See program outlined on pages 55-56.

The objective of the program of study in Personnel Administration is to equip the student of business with a point of view and a knowledge of techniques and procedures essential to effective use of the human resources of an enterprise.

The introductory course develops the "personnel point of view" in an examination of the basic scientific knowledge essential in human adjustment in the modern work situation. The emphasis is on the most valuable techniques and procedures developed by experience and research for managerial use in harmonizing economic objectives with individual and group needs in the business organization.

Other courses expand by intensive study the various areas of importance in Personnel Administration which have been briefly covered in the introductory course. In each of these areas, psychological and sociological principles, statistical techniques, and practical business economics are blended in varying degree to produce the most effective knowledge and skill currently available for the specialist in Personnel Administration.

Other departments in the College, such as Economics and Psychology, offer courses enabling the student who majors in Personnel Administration to vary his approach to the study of the employer-employee relationship according to his interest. A major program may be worked out with the departmental adviser to allow the individual student to follow his interest while acquiring the essentials of the managerial approach to personnel problems.

Students who desire to major in Personnel Administration should be aware that there is no substitute for experience in dealing with people in a work situation. They are advised to acquire such experience through limited part-time work and through work-study programs arranged when possible by the Department, or to expect to spend some time in employment after graduation in a minor capacity until they acquire the skill in human relations necessary for the personnel worker.

Degree Requirements for Students Majoring in Personnel Administration

1. Students must complete the 14 liberal arts courses as specified in paragraph 1 on page 51.

2. Students must complete these elementary courses: Accounting 101, 102; Business Administration 101; Marketing 101; and Finance 110.

3. The following courses must also be completed: Personnel Administration 210, 220 and 230; Five courses from any of the following: Personnel Administration course listings; Economics 209, 211; Psychology 201, 220, 260, 270; and Political Science 376. These courses may be counted as commerce credit only if they are taken to complete the 24 hour major in Personnel Administration. Students are also required to take Economics 215 and 234; Business Administration 200 or 220.

4. To complete the 60 semester-hour commerce requirement, students must complete 12 additional semester hours of work in the School of Commerce.

5. To complete the 120 semester hours required for graduation, students must complete an additional 18 semester hours of elective credit.

The above degree requirements supplement those listed on pages 51-52.

210. PERSONNEL ADMINISTRATION. Prerequisite, Business Administration 101. This course presents the personnel point of view as an indispensible approach to successful results in organizing human effort in modern society. It integrates the contributions of the social sciences to human relations, and surveys the best of present theory and technique involved in personnel relations in work groups.

220. EMPLOYMENT TECHNIQUES. Prerequisite, Personnel Administration 210. Employment procedures; employment standards; interviewing; testing programs; induction of new employees; records and forms.

230. EMPLOYEE-EMPLOYER RELATIONS. Prerequisite, Personnel Administration 210. A group discussion course which attempts to arrive at an integrated theory of human relations which will maximize achievement of management and worker objectives in economic organizations. The discussions consider such problems as handling dissatisfactions, disciplinary policy, inter-communication between management and workers, and management-union relations.

340. JOB STUDY AND MERIT RATING. Prerequisite, Personnel Administration 210. Methods of making job studies and merit rating plans and their purposes.

350. THEORY AND USE OF TESTS. Prerequisite, Personnel Administration 210, Psychology 101 and Economics 234. A review and critical study of available testing materials. Students planning to take Psychology 270 should not select this course; credit will not be given for both.

390. RESEARCH IN PERSONNEL ADMINISTRATION. Prerequisite, twelve hours in Personnel Administration and senior standing. One to four semester hours.

PHILOSOPHY

INSTRUCTIONAL STAFF

Millard S. Everett, *Chairman*

Emery W. Balduf
Estelle A. DeLacy
Wayne A. R. Leys
Siegfried Marck
Raymond H. Palmer
Lionel Ruby

The Philosophy Department serves two classes of students: (1) a limited number who intend to make the teaching of philosophy their career, and (2) a much larger number who are interested in philosophy as a general cultural background for whatever vocation they may have chosen or simply as a source of personal enjoyment. For the latter a wide variety of courses is offered on both the junior college and senior college level, providing an opportunity for philosophical discussion of many phases of life, literature, art, science, religion, morals, or politics. These

courses help the student to clarify, integrate, and enrich his studies of a more specialized nature.

Students who are planning to teach philosophy are advised not to make a final decision regarding this until they have demonstrated that they can make predominately A and B grades in the senior college, and in the meantime they should have an alternative vocation in mind. Since there is no longer a shortage of philosophy teachers, opportunities in the future will be limited to replacements for professors who have been advanced or retired. With the resulting severity of competition, no one should contemplate making philosophy his career unless he can see his way clear to spend three or four years in a graduate school with a good expectancy of earning a Ph.D. degree. This does not mean that one cannot be a good philosopher without a doctor's degree but that in the rising generation of teachers only those with such an advanced degree will be considered for college teaching positions.

Major: Philosophy 101, 210, 250, 251, and either 355 or 356, plus at least four other courses in philosophy. Evening students who have not been able to secure some of these courses at hours when they can attend may be exempted from specific requirements at the discretion of an adviser of the Department. Or the adviser may help such students to work out a major in cooperation with another department, or, for those who prefer it, an interdepartmental major.

Pre-theological students are advised to discuss with a Philosophy Department adviser the possibility of an interdepartmental major.

No minor is required for students majoring in philosophy, as the Department prefers to have them select courses in other departments in accordance with their individual tastes and needs.

Students who plan to major in philosophy either for general cultural purposes or vocational purposes should check over their requirements for graduation with the chairman or any other adviser of the Department soon after deciding on a philosophy major. A final check and notification of candidacy for graduation should be made during the advisement period preceding the last semester of college.

101-102. PHILOSOPHICAL FOUNDATIONS I AND II. No prerequisite. The class will examine into the basic values which underlie modern culture —namely, the fundamental choices that are involved when the individual decides between: (a) liberal morality and authoritarian morality; (b) democratic and undemocratic ends and means; and (c) naturalism and supernaturalism. Readings are selected to present the various points of view.

In Philosophical Foundations I the students and instructor attempt to answer these questions:

1. What are we trying to get out of life? What do we mean by happiness?

2. To what extent has traditional morality helped or hindered us in the pursuit of happiness?

3. How can we reconstruct traditional morality so as to make it more productive of happiness?

4. Whose happiness are we interested in?

5. What is the nature of intelligence and how does it promote human welfare? What are the factors which have helped or hindered us in the use of intelligence?

6. What traits of character are conducive to human happiness?

7. What kinds and degrees of equality contribute to happiness?

8. What kinds and degrees of liberty contribute to happiness?

9. Does history furnish any grounds for hope that these elements of Civilization will gain ascendancy throughout the world?

In Philosophical Foundations II the students and instructor attempt to answer these questions:

1. How has science progressed and overcome its enemies in the course of history?

2. What are the rules of logical and scientific thinking?

3. Are there any other ways of knowing reality besides logical and scientific thinking? What basic satisfactions are at stake in a choice between naturalism and supernaturalism, or scientific probability and the will-to-believe?

4. What are some of the "persistent problems" of philosophy? To what extent can these problems be reduced to: (a) meaningless or unanswerable questions; (b) verbal confusions; (c) inadequate psychology; or (d) arbitrary choices or points of view?

201. Problems of Philosophy. No prerequisite. An introduction to some of the chief problems arising in the various fields of philosophy: metaphysics, theory of knowledge, logic, philosophy of science, ethics, aesthetics, and the philosophies of politics, history, and religion.

210. Logic. No prerequisite. (1) Language and Logic: the logic of language and meaning; the nature of ambiguity and definition. (2) Deductive Logic: the analysis of propositions and arguments—the fallacies of reasoning. (3) The Logic of Science: the problems of evidence. hypothesis, truth, and probability; the methods of experimental science.

211. Philosophical Semantics. Prerequisite, Philosophy 210. An examination of some recent linguistic criticisms of thought: A. Korzybski (general semantics), R. Carnap (logical positivism and the unity of science movement), G. E. Moore, and I. A. Richards. This is not a study of the history of language such as well be found in English and language departments, but is an attempt to determine the nature and importance of the linguistic assumptions and limitations of common sense and the sciences. Comparison will be made with Locke, Marx, Freud, Mannheim, and others who have sought to throw light on particular questions of fact and value by considering the preconditions of all thinking.

212. Symbolic Logic. Prerequisite, Philosophy 210 or advanced Mathematics or consent of instructor. An introduction to contemporary mathematical logic. The calculus of propositions and classes, the construction of

deductive systems, and the nature of implication, proof, consistency, definition, and postulates will be considered.

215. AESTHETICS No prerequisite. A study of the various approaches to the problems of the nature of beauty and art, the nature of aesthetic criticism, and the relation of the philosophy of art to literature and the various arts.

216. PHILOSOPHY IN LITERATURE. No prerequisite. A discussion of philosophical problems found in selected novels, short stories, plays, poems, and essays.

220. PHILOSOPHY OF RELIGION. No prerequisite. A study of different types of religious philosophy: Judaism, Greek philosophy, early Christianity, Catholicism, Protestantism, Religion of Science, Agnosticism, Humanism.

225. VOLTAIRE AND THE PHILOSOPHERS OF THE ENLIGHTENMENT. No prerequisite. A study of the Deists and Encyclopedists of the eighteenth century in England and France, with readings from Locke, Paine, Voltaire, Rousseau, and others.

230. ETHICS. No prerequisite. A study of representative ethical systems, their points of view, their assumptions, and their methods of dealing with problems of choice. Readings in the works of Plato, Aristotle, Epictetus. Thomas Aquinas, Bentham, Kent, Hegel, and Hartmann. Students will apply the analytical procedures advocated by these authors to certain contemporary issues.

233. PHILOSOPHY OF SOCIALISM. No prerequisite. The different systems of socialism are analyzed from an ethical standpoint; the utopians and Marxism and its interpretations.

234. COMTEMPORARY SOCIAL PHILOSOPHIES No prerequisite. The ethics of the struggle for power in contemporary society; democratic, Marxist, fascist, and Catholic ends and means; conscience and beyond conscience; compromise and no compromise.

235. HISTORY OF POLITICAL THEORY. Prerequisite, Political Science 101 or Philosophy 101. What use has been made of the concepts of divine law, natural law, moral law, natural rights, social contract, sovereignty, legality, justice, and social utility in justifying (a) acceptance of the status quo, law observance, and conservatism, or (b) political change, civil disobedience, and revolution? The answer to this question is given through a study of political philosophers from ancient times down to the early nineteenth century, including Plato, Aristotle, Roman Philosophers, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and the Utilitarians. (Same course as Political Science 235).

240. AMERICAN PHILOSOPHY. No prerequisite. A course designed to give the student a general background in the philosophical ideas which have influenced the development of American political, religious, ethical, social, and educational thought.

245. PHILOSOPHY OF HISTORY. No prerequisite. A survey of philosophies illustrating both pessimistic and optimistic interpretation of human history. Discussion of and selected readings from the Bible, Plato, the Stoics, St. Augustine, Calvin, Bacon, Condorcet, Kant, Hegel, Malthus, Marx, Schopenhauer, Nietzsche, Spengler, Sorokin, Ortegay Gasset, and Toynbee.

250. ANCIENT AND MEDIEVAL PHILOSOPHY. No prerequisite (102 recommended). An introduction to philosophy, showing the development of philosophic ideas and the study of selected philosophical works of the ancient and medieval periods.

251. MODERN PHILOSOPHY. No prerequisite (102 recommended). The history of modern philosophy is discussed as a basis for the understanding of fundamental logical, ethical, aesthetic, metaphysical, and religious problems.

301. ADVANCED PROBLEMS OF PHILOSOPHY. Prerequisite, Philosophy 251. A study of problems being discussed in current philosophical literature with emphasis upon logical positivism.

311. HISTORY AND METHODS OF THE NATURAL SCIENCES. Prerequisite, six semester hours of natural science. A survey of the history of physics, chemistry, mathematics, astronomy, geology, meteorology, and biology, with a critique of methods and a discussion of philosophical and social implications. (Same as Physical Science 311.)

312. PHILOSOPHY AND LOGIC OF THE NATURAL SCIENCES. Prerequisite, 12 semester hours of natural science or philosophy at the 200 level or above; 210 recommended. The foundations of contemporary natural sciences will be considered in terms of their basic presuppositions. The philosophical significance of the relativity and quantum theories, space-time, the principle of uncertainty, and statistical methods in the physical sciences will be considered. The nature of induction and scientific law will also be discussed.

313. PHILOSOPHY AND LOGIC OF THE SOCIAL SCIENCES. Prerequisite, 12 semester hours of social science or philosophy at the 200 level or above; Philosophy 210 recommended. The distinctive subject matter of the social sciences will be related to the physical, biological, and psychological sciences. The methods of the social sciences will be considered, such as the deductive, statistical, historical, evolutionary, experimental, and positivistic methods, as found in anthropology, sociology, social psychology, economics, political science, and history. Basic assumptions and logical procedures, ethical or normative standards, and the problem of value will also be considered.

355. CONTEMPORARY EUROPEAN PHILOSOPHY. Prerequisite, Philosophy 251 or consent of instructor. The study of recent movements in philosophy tracing the development of the school of idealism, realism, pragmatism, and positivism. Readings will be selected from the works of leading European philosophers of the twentieth century.

356. CONTEMPORARY AMERICAN PHILOSOPHY. Prerequisite, Philosophy 251 or consent of instructor. Selected readings in the works of leading contemporary American philosophers—Royce, Peirce, James, Dewey, and Santayana. Chief attention will be given to epistemological and metaphysical phases of their writings.

360 to 364. GREAT PHILOSOPHERS OF ANCIENT AND MEDIEVAL TIMES. Prerequisite, Philosophy 250 or consent of instructor. One philosopher from antiquity or the middle ages will be dealt with during a whole semester, his name to be announced in the current schedule.

365 to 369. GREAT PHILOSOPHERS OF MODERN TIMES. Prerequisite, Philosophy 251 or consent of instructor. Same as 360 to 364, except that a modern philosopher will be chosen.

PHYSICAL EDUCATION

INSTRUCTIONAL STAFF

G. Nicholas Paster Edwin Turner

The courses offered by the Physical Education staff aim at developing basic and fundamental skills in those sports and recreational endeavors of life-long interest to participants.

The program of instruction is offered on two levels:

Physical Education 101. Elementary instruction.

Physical Education 102. Intermediate and advanced instruction.

(Prerequisite, Physical Education 101 or consent of instructor.)

On both levels, in each semester, several of the following sports and recreational pursuits are offered:

Badminton
Ballroom Dancing
Bowling
Boxing
Corrective Physical Education
Fencing
Folk Dancing
General Physical Fitness
Golf
Gymnastics
Life Saving
Modern Dance
Soft Ball
Swimming
Table Tennis
Tennis
Tumbling
Volleyball
Weight Lifting
Wrestling

Content of the courses: a. Elementary or advanced instruction; b. Community participation. Students may register for one or two semester hours of credit, one credit for each activity. Education majors who are required to have two to four semester hours in physical education for State certification may elect one activity for two semesters or two activities in one semester to secure this credit. The specific activity subjects for each semester will be listed in each semester's time schedule. Credit in physical education is not accepted in fulfillment of requirements for graduation.

PHYSICAL SCIENCE

INSTRUCTIONAL STAFF

Morris Goran, *Course Chairman*

William Colburn Philip A. Constantinides
Milton C. Cooper Theodore G. Phillips

The Physical Science courses are designed, first, to meet the needs of non-scientists and, second, as integration for science majors. The 101, 102, and 105 courses are specifically in the first category. In non-technical

terms they describe the content, method, structure, meaning, and impact of physical science. Their aim is to give knowledge and understanding to the citizen. Serving a multiple purpose are evening lecture series, arranged each regular semester, and descriptive astronomy. Solely in the second category is 301. Physical Science 311 has added interest for social study, philosophy, and history majors.

101-102. The Physical Universe. No prerequisite for 101. This sequence is designed for non-scientists. The first semester introduces scientific method and the world view depicted by modern astronomy, meteorology, and geology. The second course integrates the major principles of physics and chemistry, and reinterprets the portrait given in 101. Throughout, the social and personal significance of Physical Science is stressed. The material is presented through lectures and discussions, sound films, slides, demonstrations, and museum visits.

105. Nucleonics for the Layman. No prerequisite. After a review of elementary science, the sequence of topics is centered about energy from atoms, Meanings of nucleonics for the individual, society, government, science and medicine are explored.

201. Descriptive Astronomy. This is for men and women enrolled in liberal arts, music, and commerce who have had Physical Science 101, as well as natural science majors wishing to round out their knowledge of nature. The latter are admitted without prerequisite. Through lectures, discussions, demonstrations, and field trips, students become familiar with the solar system, stars, our galaxy, astronomical time, our calendar, elementary celestial navigation, and cosmogony speculations.

301. Nuclear Science. Prerequisites, Chemistry 112 or 117 and Physics 112. The elements of nucleonics and its wealth of applications; the structure and nature of matter, nuclear synthesis, nuclear fission, radioactivity, tracers and their use in all branches of science.

311. History and Methods of the Natural Sciences. Prerequisite, six semester hours of natural science. A survey of the history of physics, chemistry, mathematics, astronomy, geology, meteorology, and biology with a critique of methods and a discussion of philosophic and social implications. (Same as Philosophy 311.)

PHYSICS

INSTRUCTIONAL STAFF

Jesse W. Smith, *Chairman*

Harold Glaser Vincetta V. Kibort

The program of courses in physics is intended to furnish a thorough introduction to the fundamental concepts which are required for later graduate research in this field. At the same time, especial attention has been given to the needs of students following the various pre-professional curricula. An effort is made in the conduct of each class to adapt the course to the preparation and stage of development of each of the various types of student represented.

Major: Physics 211 and 212, plus a minimum of twenty semester

hours including Physics 310, 311, 330, 332, 334, and 336. The program for the major should also include Mathematics 101, 102, 103, 203, 204, and 307; Chemistry 116 and 117. These courses should be taken as early as possible.

Physics 111 and 112 satisfy the physics prerequisites if they were taken prior to September, 1948.

A few assistantships in physics are available each semester to qualified undergraduates.

111. MECHANICS, HEAT, AND WAVE-MOTION. Prerequisite, Mathematics 101 or concurrently, and a working knowledge of algebra. A first course in college physics for liberal arts, pre-medical, pre-architectural, and other non-science student goups. Two double lecture periods, one double discussion and problem period, and one double laboratory period. This course does not satisfy the requirements for advanced work. Five semester hours.

112. ELECTRICITY AND MAGNETISM, LIGHT AND ATOMIC PHYSICS. Prerequisite, Physics 111. A first course in college physics for liberal arts, pre medical, pre-architectural, and other non-science student groups. Two double lecture periods, one double discussion and problem period, and one double laboratory period. This course does not satisfy the requirements for advanced work. Five semester hours.

211. MECHANICS, HEAT, AND WAVE-MOTION. Prerequisite, Mathematics 103 or concurrently. A first course in college physics for science and engineering students. Two double lecture periods, one double discussion and problem period, and one double laboratory period. This course or Physics 222 or 232 is prerequisite for all advanced courses in physics. Five semester hours.

212. ELECTRICITY AND MAGNETISM, LIGHT AND ATOMIC PHYSICS. Prerequisite, Physics 211. A first course in college physics for science and engineering students. Two double lecture periods, one double discussion and problem period, and one double laboratory period. This course or Physics 215-216 is prerequisite for all advanced courses in physics. Five semesters hours.

222. ELECTRICITY, MAGNETISM, LIGHT, AND MODERN PHYSICS. Prerequisites, Physics 111 and 112 and Mathematics 204 or concurrently. An intermediate course intended primarily as a supplement to Physics 111 and 112, which together with Physics 222 and 232 will be considered equivalent to Physics 211 and 212 and, therefore, will satisfy the requirement for admission to advanced courses in a major in physics. Lectures and problems. No laboratory.

232. ELECTRICITY, MAGNETISM, AND ATOMIC PHYSICS. Prerequisite, Physics 222 or concurrently. An intermediate laboratory course, which in addition to selected experiments in classical electricity and magnetism, will include practical work in the field of electron physics, with an introduction to electron tubes and electronic circuits, experiments relating to the modern theory of atomic structure, and an introduction to corpuscular physics and radiation phenomena. Three double periods per week.

310. GEOMETRICAL OPTICS. Prerequisites, Physics 211 and 212, and Mathematics 203 (or concurrently). Geometrical methods applied to the optics of mirrors, prisms and lenses. Lectures and laboratory.

311. Physical Optics. Prerequisite, Physics 211 and 212 and Mathematics 204 (or concurrently). A study of the phenomena of diffraction, interference, polarization, wave-surfaces, resolving power of optical instruments, magneto-optics, etc. Lectures and laboratory.

315. Vectors, Vector Fields, and Vector Functions. Prerequisite, Physics 211, 212; Mathematics 203, 204, and 307 or concurrently. An introduction to vector algebra and vector analysis with applications to classical mechanics and electromagnetic theory. Scalar fields and the Newtonian potential function. Poisson's and Laplace's equations with an introduction to the theory of boundary-value problems, vector fields, vector potentials, and the wave equations with applications to electrodynamics.

320. Introduction to Classical Mechanics. Prerequisite, Physics 211, 212; and Mathematics 307 or concurrently. An introduction to non-relativistic mechanics. The statics and dynamics of particles and of rigid bodies, the equations of Poisson and Laplace and the Newtonian Potential, Euler's equations and gyroscopic motion, constrained motion and the principle of D'Alembert, forced oscillations of dissipative systems with applications to electrical and atomic phenomena, Hamilton's principle and the principle of least action, generalized coordinates and Lagrange's equations, with an introduction to the kinetic theory of gases, wave-motion, and wave-mechanics.

330. Fundamental Principles of Electricity and Electromagnetism. Prerequisite, Physics 211 and 212 and Mathematics 204 (or concurrently). A lecture course. Basic ideas of electrostatics, steady and varying currents, motion of charged particles in electric and magnetic fields, eletromagnetic induction, magnetic properties of matter, simple L-R-C circuits, alternating currents, and electromagnetic field.

332. Advanced Electrical Measurements. Prerequisite, Physics 330 (or concurrently). Laboratory course to accompany or follow Physics 330. Precise measurements of electrical and magnetic quantities. D. C. and A. C. bridges. Measurement of resistance, current, potential difference, capacitance, inductance permeability, dielectric properties, hysteresis, flux density, wave-length, etc. Double period course.

334. The Fundamental Principles of Classical Thermodynamics. Prerequisite, Physics 211 and 212, and Mathematics 204 (or concurrently). The first and second laws, ideal gases, reversible and irreversible processes, the Carnot cycle and the thermodynamic scale of temperature, introduction to the concepts of energy, entropy, and the thermodynamic potentials, the phase rule, the Nernst heat theorem and the third law of thermodynamics.

335. Introduction to Kinetic Theory and Statistical Thermodynamics. Prerequisite, Physics 334. The elements of the kinetic theory of gases, the perfect gas and Van der Waals gases, the properties of statistical ensembles, the Maxwell-Boltzmann distribution law, the equation of state, the concepts of energy, entropy, and the specific heats, the distribution of radiation at thermal equilibrium, Planck's law of black body radiation, entropy under a canonical distribution, and the second law of thermodynamics.

336. Electrons, Electric Circuits, and Electromagnetic Radiation. Prerequisite, Physics 330 and 332. A lecture course. Electron ballistics, thermionic and photoelectric emission, Fermi-Dirac distribution, Schottky effect, high field emission, electrical conduction in gases, electron tubes, electron tube circuits, resonant and non-resonant systems, and electromagnetic waves.

338. ELECTRONICS. Prerequisite, Physics 330 and 332. A laboratory course dealing with thermionic emission, the photoelectric effect, discharge through gases, diodes, triodes, and multigrid tubes, vacuum tube voltmeters, amplifiers, oscillators, the cathode ray oscilloscope, etc. Double period course.

340. INTRODUCTION TO MODERN PHYSICS. Prerequisite, Physics 211, 212 and Mathematics 203, 204, and 307 or concurrently. A study of the origin, development, and present status of some of the more important concepts of physics, intended to give to the student a correct perspective of the growth and present trend of physics as a whole. An introduction to atomic and molecular structure and the origin of spectra, radioactivity and induced atomic cleavage, cosmic rays, the quantum theory of matter and energy, and the theory of relativity.

360-361-362. PHYSICS COLLOQUIM. Prerequisite, ten semester hours of physics. One semester hour each.

370. INTRODUCTION TO ATOMIC STRUCTURE AND LINE SPECTRA. Prerequisite, Physics 211, 334, and 336, and Mathematics 307 (or concurrently). A lecture course. The nuclear atom, Bohr-Sommerfeld theory, spectral series, wave model, electron spin, vector model, complex spectra, periodic table, X-ray spectra, etc.

372. EXPERIMENTAL ATOMIC PHYSICS. Prerequisite, Physics 370 or concurrently. An experimental study of atomic structure and related phenomena. Experiments on black-body radiation, electron diffraction, line spectra and atomic energy states, the normal Zeeman effect, ionization potentials and atomic energy levels, the Raman effect, X-ray diffraction patterns, short wave-length limit and Planck's constant radioactivity and cosmic rays.

390. SPECIAL STUDY FOR ADVANCED UNDERGRADUATE STUDENTS. Prerequisite, twenty semester hours in physics. One to five semester hours.

Suggested Program with a Major in Physics

(Leading to a Bachelor of Science Degree)

FOR FULL-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Math. 101—Plane Trigonometry	3	Math. 103—Analytic Geometry	3
Math. 102—Algebra III	3	Chem. 117—General Chemistry and Systematic Qualitative Analysis	5
Chem. 116—General Chemistry	5	Eng. 102—Composition II	3
Eng. 101—Composition I	3	Modern Language (French or German recommended)	4
Modern Language (French or German recommended)	4		

SECOND YEAR

Math. 203—Calculus I	5	Math. 204—Calculus II	5
Physics 211—Mechanics, Heat, Wave Motion	5	Physics 212—Elec., Mag., Light, and Atomic Physics	5
Eng. 201—Introd. to Literature	3	Lit. 202—Masterpieces of European Literature	3
Chem. 236—Inorganic Quantitative Analysis I	5	Chem. 216—Organic Chem. I	5

THIRD YEAR

Math. 307—Differential Equations... 3
Physics 310—Geometrical Optics.... 3
Physics 315—Vectors, Vector Fields, and Vector Functions..... 3
Physics 330—Fund. Prin. of Electricity and Electromagnetism..... 3
Physics 332—Advanced Electrical Measurements 3
Math. 308—Partial Diff. Equations.. 3
Physics 311—Physical Optics..... 3
Physics 320—Introduction to Classical Mechanics 3
Physics 334—The Fund. Prin. of Classical Thermodynamics 3
Elective 3

FOURTH YEAR

Math. 350—Advanced Calculus I.... 3
Physics 336—Electrons, Elec. Circuits, and Electromagnetic Radiation 3
Physics 340—Introd. to Modern Physics 3
Philos. 101—Philosophical Foundations I 3
Elective 3
Math. 351—Advanced Calculus II... 3
Physics 370—Introd. to Atomic Structure and Line Spectra..... 3
Physics 372—Experimental Atomic Physics 3
Philos. 102—Philos. Foundations II.. 3
Elective 3

POLITICAL SCIENCE

INSTRUCTIONAL STAFF

Ludwig F. Freund, *Chairman*

Benedict Mayers
Dale Pontius
Robert Runo
Robert W. Siebenschuh
Frank Untermyer
George H. Watson

The Political Science Department offers courses leading to three levels of achievement. The introductory courses in the Elements of Political Science and Comparative Government develop basic information and concepts as a foundation for intelligent citizenship and further study. Advanced courses in American Government, Political Parties, Public Law, Political Theory, International Relations, Comparative Government, and Public Administration treat special subject matter and techniques of analysis; they provide a balanced understanding of the nature and processes of government which is essential to such professions as Law, Politics, the Public Service, and Journalism. Seminars and other advanced courses open only to third and fourth year students (numbers 300 and above) deal more intensively with certain aspects of government and complete the preparation for professional work at junior levels or for graduate study in Political Science, Law, or Public Administration.

A political science major sequence is not a vocational course of study, but students with this undergraduate background are well prepared for entrance into politics, the civil service of national, state, or local governments, junior professional positions in governmental research, or public school teaching. Many political science majors proceed to graduate study in political science or law, and enter the professions of law, college teaching, or higher levels of the public service.

Major: Before the completion of 60 semester hours, the student shall plan, with the approval of a departmental adviser, a projected program of at least 30 semester hours in political science, including 101 and 105.

101. ELEMENTS OF POLITICAL SCIENCE. No prerequisite. No individual today can escape government or politics, and the impact of government increases constantly. This course seeks to develop knowledge and understanding of government and politics, especially in relation to the problem of political freedom and control in modern democracies and dictatorships.

105. COMPARATIVE GOVERNMENT. Prerequisite, Political Science 101. Representative governments of different types are studied in this course so that the student may learn the differences between them and may judge for himself the merits of differing governmental patterns. Recommended as the second course in political science.

110. AMERICAN LOCAL GOVERNMENT. Prerequisite, Political Science 101. Local government forms the grassroots of democracy. This course is devoted to a study of urban and rural local governments in the United States with special consideration of the problems of metropolitan areas such as Chicago. Party machines in cities, judicial organization, city planning, and the relationship of school boards, park districts, and other special districts are studied.

120. AMERICAN STATE GOVERNMENT. Prerequisite, Political Science 101. The American states form a crucible of experimentation within the American federal system. This course considers the problem of legislative organization, the unicameral plan, executive organization of state departments under the governor, judicial organization, and the relationship of states to local government.

203. AMERICAN FEDERALISM. Prerequisite, Political Science 101. The United States is the outstanding example of a successful constitutional federal government. This form of national organization has the great virtue of fostering self-government by protecting local and regional autonomy. But the existence of separate states places serious obstacles in the way of effective government. This course is a study of the theory of federalism and of the living forms of inter-governmental relations by which a rigid constitutional system is made workable today. It includes consideration of the politics of federalism-sectionalism and state's rights agitation, regionalism, and the prospects of federal world organization.

210. THE AMERICAN PARTY SYSTEM. Prerequisite, Political Science 101. The words "politics" and "politician" have unsavory connotations among many Americans, and political parties frequently appear to offer us no real choice with regard to issues. It is obvious that in many respects American politics does not conform to higher moral ideals. What is not so obvious is that our politicians and party system are adjusted to certain human realities and therefore may perform valuable functions in our democracy. Emphasis is placed on how the "game of politics" is played in the United States; the strategy, tactics, and techniques of the contestants to win the support of the voter.

220. CONSTITUTIONAL LAW. Prerequisite, Political Science 101. "We are under a Constitution, but the Constitution is what the judges say it is." This statement by a great judge clearly implies that our Constitution is a flexible document, and that one cannot know well our Federal Constitution unless he reads what the judges say it means. Judicial interpretations are found in law cases, the reading and study of which form the

basis of this course. The law of the Constitution is concerned with such topics as judicial review, the federal system, separation of powers, the powers of the national government, and civil and political rights.

225. LAW AND THE CITIZEN. Prerequisite, Political Science 101. The bulk of the law which governs our daily life has grown up through centuries of court decisions in England and the United States. A knowledge of this legal system is important for the layman. This course deals with the nature of law, the history of the Anglo-Saxon legal system, the organization and procedures of the courts, and the various fields of public and private law. Not a case method course. *Not recommended for pre-legal students.*

234. ELEMENTARY STATISTICS. (See Economics 234).

235. HISTORY OF POLITICAL THEORY. Prerequisite, Political Science 101 or Philosophy 101. What use has been made of the concepts of divine law, natural law, moral law, natural rights, social contract, sovereignty, legality, justice, and social utility in justifying (a) acceptance of the status quo, law observance, and conservatism, or (b) political change, civil disobedience, and revolution? The answer to this question is given through a study of political philosophers from ancient times down to the early nineteenth century, including Plato, Aristotle, Roman Philosophers, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and the Utilitarians. (Same course as Philosophy 235.)

236. INTERMEDIATE STATISTICS. (See Economics 236.)

240. LEGISLATION. Prerequisite, Political Science 101. One of the most illogical aspects of democracy is the apparent confusion that exists in our legislative branch of government. It is important to inquire into the organization, functions, and frustrations of the legislators and the legislative processes. This course traces the historical development of legislative processes and analyzes the background of legislative systems in the United States. The most dynamic phase of the course is the practical application, in class, of the legislative techniques used in the Congress of the United States.

250. INTERNATIONAL RELATIONS. Prerequisite, Political Science 105. In an age when nations are next door neighbors, this course deals with the contacts and conflicts between the national policies of sovereign states. It demonstrates the fundamental anarchy in international politics. The ideal of legal or formal equality of states is measured against the reality of actual political inequality. In detail, the nation-state system, comparative populations and resources, war potentials, and geography are discussed in their relation to international problems.

260. THE BRITISH COMMONWEALTH AND EMPIRE. Prerequisite, Political Science 105. There are almost as many varieties of government in the orbit of British rule as have existed since the beginning of civilization. The British have prided themselves on expediency and "muddling through," so that the pattern of the British controlled or dominated states is sufficiently varied to warrant more than casual examination. This course is an analysis of the parliamentary and constitutional form of democratic government in the United Kingdom and the self-governing dominions, and of government in the colonies, protectorates and mandated territories. Of particular interest are the program and accomplishments of the British Labor Party.

261. GOVERNMENTS OF CONTINENTAL EUROPE. Prerequisite, Political Science 105. World War II has created a situation in which formerly prosperous

and powerful nations have become pawns or prizes in the shifting power game of two rival groups. What our stakes and expectations in this game are, we can best appreciate by studying the forms of government, the cultural and social-economic backgrounds, the multilateral relations, the weaknesses and strengths of these governments and nations. Governments studied in this course include France, Italy, Germany, and several minor continental European nations.

262. GOVERNMENTS OF THE FAR EAST. Prerequisite, Political Science 105. Political traditions and institutions of Far Eastern countries are considered with reference to underlying conditions of economic resources and population pressures. Governmental problems studied include pre-war Japan, the police state in Japan, the Allied occupation; Chinese nationalism and civil war; the Philippines; and Colonial rule in Southeast Asia. Many problems are general, such as the impact of Western culture and the need for agrarian reform.

263. GOVERNMENT OF THE SOVIET UNION. Prerequisite, Political Science 105. The political system of every state is a result of theory and environment in which the system developed. The contribution of Russian history to the development of Soviet government is therefore noted in addition to the influence of Marxist theory. The political structure is analyzed, attention being devoted both to official Soviet descriptions and to actual practice. The organization and functions of the Communist Party; the Soviet concept of democracy; the administration of the economy; and the conduct of foreign relations are basic to the course.

264. GOVERNMENTS OF LATIN AMERICA. Prerequisite, Political Science 105. The constitutions of many American republics "south of the border" are patterned after that of the United States, but their Latin and Indian backgrounds, their "colonial" economies, and in some cases "Yankee imperialism" itself, have produced very different results. This course deals with present patterns of Latin American governments, with their colonial backgrounds, and with their relations with one another as independent republics.

270. PUBLIC ADMINISTRATION. Prerequisite, Political Science 101. "For forms of government let fools contest; Whate'er is best administer'd is best"—Alexander Pope's maxim claims much too much, but one effect of the industrial and "managerial" revolutions has been a tremendous increase in the scope, variety, and importance of governmental administration. From this course may be obtained an understanding of the organization and procedures of the American administrative system. Emphasis is placed on planning for efficiency in the conduct of public business, and responsibility of administrative officials to the chief executive, the legislature, and the courts.

272. PUBLIC FINANCE AND TAXATION. (See Economics 272).

277. SOCIAL SECURITY. (See Economics 277.)

330. MODERN POLITICAL THEORY. Prerequisite, Political Science 101. In an earlier age there were great conflicts and sharp cleavages over matters of religious faith. Today it seems that our most fundamental disagreements arise from differences in political faith. Various political theories, such as democracy, Marxism (including communism and other forms of socialism), anarchism, syndicalism, authoritarianism, fascism, and pluralism are not in themselves "scientific". However, they can be objectively

studied for their basic unprovable assumptions, and for the answers they propose to such questions as "Who should rule, the few or the many?", "What are the proper functions of government?", and "By what standards is government to be judged?"

351. INTERNATIONAL ORGANIZATION. Prerequisite, Political Science 101. International organization is of two major types. Cooperative agreements for such purposes as facilitation of trade and control of disease do not affect national sovereignty. The second type, of which the United Nations is an example, grows out of the quest for effective measures to limit national sovereignty in the interests of peace. In the light of these two approaches, this course examines the problems of peace and disarmament, including control of the atomic bomb, economic reconstruction, and international law and policy.

352. POLITICAL GEOGRAPHY. Prerequisite, Political Science 105. American troops and American interests are involved all over the world. Airbases in North Africa, oil resources in Saudi Arabia are only two of many cases in point. No understanding of the strategy involved is possible without an appreciation of the geographic, economic, and demographic factors which underlie it. This means that the territory of a state must be viewed from the standpoint of location, raw-material self-sufficiency, and standards of living, as well as the size, ethnic composition, industrial skills, and abilities of its population.

376. PUBLIC PERSONNEL ADMINISTRATION. Prerequisite, Political Science 270 or Personnel Administration 210. The conflict between civil service reform and the spoils system has not yet been resolved in many state and local governments, although few federal employees are included in the classified civil service. Personnel experts have also criticized civil service commissions for their negative "policing" approach. In this course the facts of present public personnel administration are studied in the light of our knowledge of the best techniques for building a creative government career service.

395-396. SENIOR SEMINAR. Prerequisite, senior standing and 12 hours of political science or consent of Department. The purpose of this course is to give senior political science majors and a few other selected senior students experience in the preparation of reports based on independent study, and a more mature understanding of the interrelationship of some aspects of government. Under tutorial supervision, each student prepares an analytical paper on one of the topics of a systematic outline of study. A new theme is chosen for each semester. Required of all political science majors in the senior year.

PRE-PROFESSIONAL PROGRAMS

Pre-Dental Program

The program outlined below is intended to prepare the student for admission to the Class A schools as listed by the Dental Educational Council of America. The student should consult the catalog of the particular school which he plans to enter in order to complete any special requirements of the school.

FOR FULL-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Chem. 116—General Chemistry	5	Chem. 117—Gen. Chemistry and Systematic Qualitative Analysis	5
Math. 101—Plane Trigonometry	3	Biol. 111—General Zoology	4
*Social Science or Humanities Electives	6	*Social Science or Humanities Elective	3

SECOND YEAR

Biol. 112—Comp. Vert. Anatomy	5	Chem. 216—Organic Chemistry I	5
Phys. 111—Mechanics, Heat, Wave Motion	5	Phy. 112—Electricity, Magnetism, Light and Atomic Physics	5
Electives	6	Electives	6

FOR PART-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Chem. 116—General Chemistry	5	Chem. 117—Gen. Chemistry and Systematic Qualitative Analysis	5
*Social Science Elective	3	*Social Science Elective	3

Summer Term	*Sem. Hrs.*
Math. 101—Plane Trigonometry	3

SECOND YEAR

Biol. 111—General Zoology	4	Biol. 112—Comp. Vert. Anatomy	5
Electives	6	Chem. 216—Organic Chemistry I	5

Summer Term	*Sem. Hrs.*
Elective	3

THIRD YEAR

Phys. 111—Mechanics, Heat, Wave Motion	5	Phys. 112—Electricity, Magnetism, Light and Atomic Physics	5
		Electives	4-6

Pre-Engineering Program

The program outlined below is intended to prepare the student for admission to schools of civil, electrical, mechanical, and mining engineering. By certain substitutions of chemistry for other courses the basic requirements for chemical engineering can be completed.

The student should consult the adviser in the Mathematics Department in regard to the requirements of a particular school of engineering.

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*Recommended electives: Philosophy 101, Psychology 101 or 102, History 101 and 105, Art 101, Economics 101, Sociology 101, Political Science 101.

The student should consult his adviser in the Departments of Biology, Chemistry or Physics early in his college career.

FOR FULL-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Chem. 116—General Chemistry	5	Chem. 117—Gen. Chemistry and Systematic Qualitative Analysis	5
Math. 101—Plane Trigonometry	3	Math. 103—Analytic Geometry	3
Math. 102—Algebra III	3	Eng. Sci. 102—Engineering Drawing	3
Eng. Sci. 101—Engineering Drawing	3	Eng. Sci. 110—Descriptive Geometry	3

Summer Term — *Sem. Hrs.*

Phil. 101—Philosophical Foundations I — 3
Econ. 101—Introduction to Economics — 3

SECOND YEAR

Math. 203—Differential Calculus	5	Math. 204—Integral Calculus	5
Math. 211—Engineering Mechanics	3	Math. 212—Engineering Mechanics	3
Phys. 211—Mechanics, Heat, Wave Motion	5	Phys. 212—Electricity, Magnetism, Light and Atomic Physics	5
*Eng. Sci. 230—Principles of Mechanism	3	*Eng. Sci. 231—Principles of Machine Design	3
*Eng. Sci. 235—Mechanism Drawing	3	*Eng. Sci. 236—Machine Design Drawing	3

FOR PART-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Math. 102—Algebra III	3
Math. 101—Plane Trigonometry	3	Eng. Sci. 102—Engineering Drawing	3
Eng. Sci. 101—Engineering Drawing	3	Eng. Sci. 110—Descriptive Geometry	3

Summer Term — *Sem. Hrs.*

Eng. 102—Composition II — 3
Math. 103—Analytic Geometry — 3

SECOND YEAR

Math. 203—Differential Calculus	5	Math. 204—Integral Calculus	5
*Eng. Sci. 230—Principles of Mechanism	3	*Eng. Sci. 231—Principles of Machine Design	3
*Eng. Sci. 235—Mechanism Drawing	3	*Eng. Sci. 236—Machine Design Drawing	3

Summer Term — *Sem. Hrs.*

Chem. 116—General Chemistry — 5

THIRD YEAR

Phil. 101—Philosophical Foundations I	3	Econ. 101—Introduction to Economics	3
Phys. 111—Mechanics, Heat, Wave Motion	5	Phys. 212—Electricity, Magnetism, Light and Atomic Physics	5
Math. 211—Engineering Mechanics	3	Math. 212—Engineering Mechanics	3

Summer Term — *Sem. Hrs.*

Chem. 117—Gen. Chem. and Systematic Qual. Analy. — 5

*Chemical engineers may take a second year of chemistry instead of engineering science.

Pre-Legal Program

A minimum of sixty hours of college work is prescribed for admission to schools of law in the State of Illinois. However, many schools in this state and in others require ninety semester hours, and a few schools require specific courses. Therefore, the student should consult his adviser in the Department of Economics, History, or Political Science early in his college career in order to be sure that he meets the requirements of the school he wishes to enter.

The student who wishes to complete three years of work and to receive a degree from Roosevelt College upon the satisfactory completion of thirty semester hours in an accredited law school may do so by meeting the general educational requirements for a Bachelor of Arts degree and the requirements of a departmental major. However, completion of nine courses in a special pre-law major sequence with a grade of at least C in each course will serve as a substitute for a departmental major. Four of these nine courses are specifically required, namely: Accounting 101 and 102, Economics 102, and English 270. The other five courses must consist of one selected from each of the following five groups:

GROUP 1

Philosophy 102 or 210

GROUP 2

History 112
History 255
Political Science 220

GROUP 3

Economics 209
Economics 211
Economics 220
Economics 221

GROUP 4

Political Science 270
Political Science 272
Political Science 275

GROUP 5

Political Science 102
Political Science 105
Political Science 110
Political Science 120
Political Science 203
Political Science 210
Political Science 235
Political Science 240
Political Science 330
Psychology 120
Psychology 201
Psychology 220
Sociology 230
Sociology 261

The program below suggests the order in which the general education and pre-law major sequence courses may be taken to meet the requirements for the degree of Bachelor of Arts under the three-year program.

The first two years of this program are recommended for students who wish only sixty hours of pre-legal training. Part-time students should take three courses per semester in approximately the same order as that given for full-time students.

FOR FULL-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Phil. 101—Philos. Found. I	3	Econ. 101—Introd. to Econ	3
Biol. 101—Human Biology I	3	Biol. 102—Human Biology II	3
Hist. 101—Main Cur. Europ. Hist.	3	Hist. 105—Main Cur. Amer. Hist.	3
Pol. Sci. 101—Elem. of Pol. Sci.	3	Soc. 101—Introd. to Soc.	3

SECOND YEAR

Eng. 201—Introd. to Lit.	3	Phy. Sci. 102—The Phys. Universe	3
Phy. Sci. 101—The Phys. Universe	3	Maj. seq. course—Acct. 102	3
Psych. 101—Elem. Psych.	3	Maj. seq. course *Group 2*	3
Maj. seq. course—Acct. 101	3	Maj. seq. course—Econ. 102	3
Maj. seq. course *Group 1*	3	Elective	3

THIRD YEAR

Cult. Stud. or Language	3 or 4	Cult. Stud. or Language	3 or 4
Lit. 202—Masterpieces of Europ. Lit.	3	Art 101 or Music 100	3
Maj. seq. course *Group 5*	3	Maj. seq. course *Group 3*	3
Maj. seq. course—Eng. 270	3	Maj. seq. course *Group 4*	3
Elective	3	Elective	3

Pre-Medical Program

The program suggested below conforms to the requirements of the Council on Medical Education of the American Medical Association. The student, however, should consult the catalog of the medical school which he plans to attend in order to meet the specific entrance requirements of that school.

Most medical schools require the applicant to take a medical aptitude test which is given once each year by the Council on Medical Education. The test is available at Roosevelt College and should be taken during the last year of the pre-medical program.

FOR FULL-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I	3	Eng. 102—Composition II	3
Chem. 116—General Chemistry	5	Chem. 117—General Chemistry and Systematic Qualitative Analysis	5
Math. 101—Plane Trigonometry	3	Biol. 111—General Zoology	4
*Social Science or Humanities Electives	6	*Social Science or Humanities Electives	6

SECOND YEAR

Chem. 216—Organic Chemistry I.... 5
Biol. 112—Comparative Vertebrate Anatomy 5
**Foreign Language 4
*Social Science or Humanities Elective 3
Biol. 220—Vertebrate Embryology.. 4
Phys. 111—Mechanics, Heat, Wave Motion 5
**Foreign Language 4
*Social Science or Humanities Elective 3

THIRD YEAR

Chem. 221—Intro. to Physical Chemistry 3
Phys. 112—Electricity, Magnetism, Light and Atomic Physics..... 5
Electives 6-8
Chem. 236—Inorg. Quan. Analysis I. 5
Electives 9-12

FOR PART-TIME STUDENTS

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
Course	*Sem. Hrs.*	*Course*	*Sem. Hrs.*
Eng. 101—Composition I.....	3	Eng. 102—Composition II.....	3
Chem. 116—General Chemistry.....	5	Chem. 117—Gen. Chemistry and Systematic Qualitative Analy.....	5
*Social Science or Humanities Elective	3	*Social Science or Humanities Elective	3

Summer Term — *Sem. Hrs.*
Elective 3-4

SECOND YEAR

Biol. 111—General Zoology..... 4
**Foreign Language 4
*Social Science Elective..... 3
Biol. 112—Comparative Vertebrate Anatomy 5
**Foreign Language 4
*Social Science Elective..... 3

Summer Term — *Sem. Hrs.*
Math. 101—Plane Trigonometry..... 3

THIRD YEAR

Chem. 216—Organic Chemistry I.... 5
Phys. 111—Mechanics, Heat, Wave Motion 5
Phys. 112—Electricity, Magnetism, Light and Atomic Phys..... 5
Biol. 220—Vertebrate Embryology... 4

Summer Term — *Sem. Hrs.*
Elective 3-4

FOURTH YEAR

Chem. 221—Intro. to Physical Chemistry 3
Electives 4-6
Chem. 236—Inorg. Quan. Anal. I.... 5
Electives 4-6

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*Recommended electives: Philosophy 101, Psychology 101, History 101 and 105, Art 101, Economics 101, Sociology 101, Political Science 101.
**German and French are accepted by all medical schools; Spanish and Russian by some schools.

The pre-medical student is urged to see his adviser in the Department of Chemistry or Physics early in his college career.

PSYCHOLOGY

INSTRUCTIONAL STAFF

George W. Hartmann, *Chairman*

Arthur Assum
Benjamin Burack
Lawrence E. Dameron
Marian A. Despres
Alyce Graham
Dolores Gruen
Jacob L. Hirning
Susan Hutchison
Lawrence LeShan
Theresa Neumann
Adrian Tieleman
Alvin Winder

The courses of the Department are designed primarily to provide a balanced background in a variety of psychological fields as preparation for more advanced training in psychology. Students planning to enter education, personnel, social service, and other related fields will find the specialized courses to be of value in enhancing their professional proficiency. All courses are designed to assist the student in understanding his behavior as well as that of his fellow men.

Psychology majors may pursue either a B.A. or B.S. degree program.

Major: Psychology 101, 102, 130, 235, and six other courses in psychology for either degree.

Minor: Either 18 semester hours in one, or 12 hours in each of two, of the following departments: Biology, Chemistry, Commerce (Business Administration, Personnel Administration, Marketing), Economics, Education, History, Mathematics, Philosophy, Physics, Political Science, or Sociology.

101. Psychology of Everyday Life. No prerequisite. A functional course centering around common problems in the betterment of personality, individual adjustment, mental health and human relations. Provides an introduction to basic psychobiological concepts; a consideration of various ways of increasing efficiency in learning and thinking; a survey of techniques for improving motives, feelings, attitudes and skills in social relations; and familiarity with the appropriate use of representative psychological services.

102. Foundations of General Psychology. Prerequisite, Psychology 101 and Biology 101 or 111. Required of all students majoring in the Department. Designed especially for those planning to enroll later in intermediate and advanced courses in psychology. Emphasis on fundamental theories, standard phenomena, research findings and experimental methodolgy in such key processes as sensing, perceiving, attending, feeling, memorizing, willing, imagining, reasoning, measuring mental functions, and drives.

119. Psychology of Adjustment. No prerequisite. The student will investigate various human adjustment problems and the mechanisms for achieving satisfaction from a theoretical viewpoint. The discussion will be oriented toward the application of the principles to the solution of every-day problems. Two semester hours.

120. PSYCHOLOGY OF HUMAN ADJUSTMENT. Prerequisite, Psychology 101. A study of the adjustment and maladjustment of the individual; the mechanisms of defense; factors contributing to the dynamics of personality development; introduction to the theories of psychotherapy.

130. EXPERIMENTAL PSYCHOLOGY. Prerequisite, Psychology 102. A laboratory and discussion course designed to acquaint the student with the methods, apparatus, statistical techniques and performing of simple experiments on individual differences, perception, learning and intelligence. Breakage and materials fee required.

149. CHILD REARING. No prerequisite. The application of the resources of child psychology to practical problems that parents face in the growth and development of their children, such as toilet training, thumb sucking, and desirability of nursery school. Two semester hours.

150. THE PSYCHOLOGY OF CHILD REARING. Prerequisite, Psychology 101. The problems of parent-child relations; what can be expected of the child at various ages; and special problems, such as truancy, discipline techniques, thumb sucking, etc., will be discussed and interpreted according to modern concepts in child psychology. The course is not a substitute for Psychology 250 (Child Psychology), and is not recommended for psychology majors but rather as an elective for those in other fields who are interested in proper methods of child rearing.

201. ABNORMAL PSYCHOLOGY. Prerequisite, Psychology 101 and junior standing (102 recommended). A course stressing the symptoms, etiology, psychodynamics and therapy of abnormal behavior, by the use of texts, discussions, lectures, and films.

215. EDUCATIONAL PSYCHOLOGY. Prerequisite, Psychology 102 or Education 201. A professionalized treatment of the learning and teaching process stressing: (1) the comparative efficiency of various methods of instruction; (2) teacher-pupil and associated interpersonal relations; (3) the effects of teaching on teachers; (4) the group dynamics of the classroom; (5) the adaptation of pedagogical means to educational goals; and (6) conditions favorable to superior teaching.

220. SOCIAL PSYCHOLOGY. Prerequisite, Psychology 102 or Psychology 101 and junior standing. A study of the reciprocal relationships between the individual and the various groups of which he is a member, as seen in social attitudes, political behavior, economic status, institutional propaganda, leadership, cooperation and conflict, the course of social movements, etc. The inter-connections between psychology and the separate social sciences will be analyzed in detail.

225. PSYCHOLOGY OF RELIGION. Prerequisite, Psychology 101. An analysis of religious experience and behavior from the psychological point of view, with special reference to motivation for and the effect of religious activity.

235. INTRODUCTION TO STATISTICAL METHODS. Prerequisite, high school algebra. The purpose of this course is to help the student approach with greater understanding research results involving the statistical treatment of data in psychological experiments. Actual practice is given in the use of various statistical tools including measures of central tendency, measures of variability, correlation methods, elements of sampling theory, and graphic methods.

244. ANIMAL BEHAVIOR. (See Biology 244).

245. Business Psychology. Prerequisite, Psychology 101. A study of the contributions of scientific psychology to an understanding and solution of problems of personnel management, working efficiency, salesmanship, advertising, and market research.

250. Child Psychology. Prerequisite, Psychology 102 or Education 201. A course designed to give an understanding of the development, adjustment and personality of children from birth to adolescence in relationship to both practice methods of guidance and training, and as a base for interpretation of adult behavior. Included are film demonstrations and actual observation of children.

251. Psychology of Adolescence. Prerequisite, Psychology 250. A study of development, personality, and adjustment problems of adolescence with emphasis on principles of guidance and the importance of the period in relation to adult adjustment.

255. Psychology of Marriage. Prerequisite, Psychology 101. Motivation for marriage, differences between the sexes, mate selection, dating, courtship, engagement, and the various adjustments between husband and wife, are analyzed in the light of present day psychology.

260. Psychology of Personality. Prerequisite, Psychology 120 and 201. Designed to help a student understand the structure, function, and growth of the personality and to acquaint him with the technique for evaluation and improvement of personality.

270. Introduction to Testing. Prerequisite, Psychology 130 and 235. A study of the theory and practices of measuring human behavior. Breakage and materials fee required.

305. Clinical Psychology. Prerequisite, fifteen hours in psychology including Psychology 201. A course designed especially for the understanding of the individual. Points emphasized are: psychological evaluation of capacity, motivation, and control; symptoms and psychodynamics of behavioral problems; and the available types of therapy for the psychologist. Case histories are analyzed, tests are demonstrated, and visual aids are used.

330. Advanced Experimental Psychology. Prerequisite, fifteen semester hours in psychology, including 130 and 235. A discussion and laboratory course designed to acquaint the student with design of experiments, major methods of psychological experimentation, limitation of experimental method in the study of human nature, and journals for the publication of experimental research and theory. Extra charge for laboratory.

335. Intermediate Statistics. Prerequisite, Psychology 235. Further methods of correlation (multiple, partial, bi-serial), testing the validity and reliability of psychological measures, sampling theory.

360. Motivation. Prerequisite, fifteen semester hours in psychology. An advanced and specialized course dealing with theories, experiments, and applications in the field of goal-seeking behavior. No textbook. Chief reliance will be placed upon recent journal articles concerned with various aspects of the problem of purpose, drive, value, etc.

365. Modern Viewpoints in Psychology. Prerequisite, fifteen semester hours in psychology. The historical origins and present assumptions and contributions of the major schools of psychology, with special critical attention to the outstanding theories and researches of the chief system-builders of recent and contemporary psychology.

370. TEST ADMINISTRATION. Prerequisite, fifteen semester hours in psychology including 270, and consent of instructor. A laboratory course designed to give training in the technique of individual test administration, the clinical approach, and techniques of writing psychological reports. Each student works primarily with one standard test. Breakage and materials fee required.

380. RESEARCH IN PSYCHOLOGY. Prerequisite, 24 semester hours in psychology and consent of the Department Chairman. Individualized research in some major problem of psychology. One, two, or three semester hours.

390. SEMINAR IN PSYCHOLOGY. Open only to majors in the Department. Prerequisite, senior standing, fifteen semester hours in psychology, and a minimum grade-point average of 2.5. A final undergraduate offering by a panel of senior staff members designed to unify the student's comprehension of this field of scholarship, to help him fill in important gaps in his area of specialization, and to stimulate originality and productivity among all seminar participants via selected projects.

PUBLIC ADMINISTRATION

The object of this interdepartmental program in public service training is to provide an understanding of the problems of public administration as well as some grounding in its basic techniques. The program outlined below may provide general training in public administration or concentration in the fields of public finance, public personnel administration, or administrative management. Emphasis is placed upon broad training rather than preparation for specific posts. The student is urged to consult with the special counselor early in his college program.

In addition to the general requirements for the Bachelor of Arts degree (see page 43), the student must take the following courses:

Accounting 101, 102
Economics 102, 234
Political Science 376 or Personnel Administration 210
Political Science 102 or 110, 203 or 220, 270

and two of the following courses:

Accounting 206
Economics 272, 273, 277
Personnel Administration 220, 340, 350
Political Science 203, 220, 371, 374, 375

The following courses are recommended as electives:

Accounting 203
Economics 209, 211, 221, 236, 330
Education 202
History 255
Political Science 210, 230, 351
Sociology 233, 245, 317

Course descriptions for the courses listed above will be found in the catalog under the departments concerned.

REAL ESTATE

INSTRUCTIONAL STAFF

Leonard H. Scane, *Chairman of Real Estate Division*

Benjamin Baltzer
H. Gordon Bollman
Lloyd A. Drexler
Gerald W. Getty
Irving L. Hertzman
Daniel D. Tucker

Certificate in Real Estate: See program outlined on page 56.

Training in Real Estate at Roosevelt College has consisted to date in equipping young men and women to participate successfully in business activities related to property ownership, management and sales. Our goal is to help students become acquainted with principles and practice over a wide range of employment potential—from the operation of office buildings to real estate finance, insurance, and the development of residence communities; also from property brokerage on the one hand to public and cooperative housing administration on the other.

The School of Commerce recognizes that conflicting social views and plans respecting the future of housing should be studied, not accentuated; that many of the skills and much of the professional requirements are the same in private competitive and public or cooperative real estate activity —i.e., financing, appraisals, property management, insurance, and community planning.

Note: Each course carries two semester hours of credit.

111. Real Estate Practice. No prerequisite. An introductory course for those seeking a general acquaintance with real estate principles or wishing to prepare for the Illinois Brokers License Examinations.

210. Public Records. No prerequisite. The general function of public county records affecting real estate with demonstration of their use in the offices of the Assessor, County Clerk, Recorder of Deeds, and Treasurer of Cook County. A practical study of land assessment problems, building valuation process, Assessor's maps and plats, County Clerk's function in making of tax rates, tract books, recorded maps and documents, and County Treasurer's records in tax collection process.

230. Real Property Law. Prerequisite, Business Law 202 or consent of instructor. A study of the fundamentals of the law of real estate.

231. Real Estate Conveyancing. Prerequisite, Real Estate 230, or consent of instructor. A detailed text and problem course in the understanding and preparation of various forms and legal documents used in real property transactions.

250. Real Estate Brokerage. Prerequisite, Real Estate 111. A treatment of real estate brokerage, which in the broadest sense covers management, financing, appraising, and leasing property. Techniques of sales and leasing are particularly emphasized.

261. Property Management. Prerequisite, Real Estate 111. A study of real property management problems, such as rental schedules, maintenance and repairs, purchasing, accounting, the technique of handling tenants, and getting properties to manage.

275. PROPERTY INSURANCE. Prerequisite, Real Estate 111 or Economics 101. The principles of fire, inland marine, casualty, and liability insurance.

281. REAL ESTATE FINANCE. Prerequisite, Real Estate 111. Sources of funds; types of securities used in financing real property; marketing of real estate securities; financial plans for realty; reorganization finance.

285. REAL ESTATE APPRAISALS. Prerequisite, Real Estate 111. The methods of appraising the value of buildings, sites and leaseholds; a study of valuation by comparison, summation, and income analysis.

286. ADVANCED REAL ESTATE APPRAISALS. Prerequisite, Real Estate 285. A continuation of the material of Real Estate 285 at a more advanced level. Appraisal techniques are applied in the field and reviewed in the classroom.

REGIONAL STUDIES

Otto Wirth, Adviser

Major Sequence in Regional Studies.

Students electing a major sequence in regional studies can select one of the following interdepartmental fields of concentration: France, Germany, Latin America, Russia.

The required courses are:

1. Second year language sequence in the field of concentration (253 and 254).
2. Two courses in the literature of the region, to be approved by the adviser.
3. Two courses in the history of the region, such as History 203 and 204 for France and Germany, 220 and 230 for Russia, 215 and 225 for Latin America, or other courses approved by the interdepartmental adviser.
4. One course in Political Science to be selected from 105, 261, 263, 275, or a course to be approved by the interdepartmental adviser.
5. One course in Economics, such as 271, or a course to be approved by the interdepartmental adviser.
6. One course in the appropriate Culture Studies.

Credit for study abroad in the region is transferable by transcript or examination, depending on the source.

Before the close of the senior year, the student must also complete *one* of the following requirements:

1. Pass a comprehensive examination in the field of concentration.
2. Submit a satisfactory piece of research done under the direction of a member of the committee chosen from the departments represented, or in one of the research courses offered by the cooperating departments.

Students planning to follow this sequence are urged to consult Mr. Wirth, Interdepartmental Adviser for Regional Studies, before the end of their sophomore year.

RUSSIAN

See Modern Languages.

SECRETARIAL PRACTICE

INSTRUCTIONAL STAFF

Dorothy Severy, *Chairman of the Secretarial Practice Division*

Harold B. Louderback Agnes Mellis Bertha Reynolds

Certificate in Secretarial Practice: See program outlined on page 57.

Note: Not more than 15 hours of credit in Secretarial Practice may be applied toward the Bachelor's degree.

The program in typewriting and shorthand is planned primarily to permit college students to acquire these important skills. It is believed that efficiency in typewriting and shorthand not only adds greatly to a student's capacity for college work, but that these skills will prove very important culturally and in employment.

101. GREGG SHORTHAND I. Prerequisite, Secretarial Practice 111 or equivalent, or taken concurrently. Fundamental principles of Gregg shorthand; dictation of simple business letters; attainment of dictation speeds of 60 to 70 words a minute.

102. GREGG SHORTHAND II. Prerequisite, Secretarial Practice 101 and 111; Secretarial Practice 112 or taken concurrently. Basic principles of Gregg shorthand are continued, with special emphasis on acquiring a broad, general shorthand vocabulary; dictation at speeds varying from 70 to 90 words a minutes.

103. GREGG SHORTHAND III. Prerequisite, Secretarial Practice 102 and 112 or equivalent. Emphasis is placed on advanced dictation to build a vocabulary broad enough for business offices and general secretarial work; dictation speed of 100 to 110 words is attained; ability to transcribe shorthand notes and produce mailable letters.

104. GREGG SHORTHAND IV. Prerequisite, Secretarial Practice 103, or equivalent. Ability to take varied material in dictation at 120 words a minute. Transcription on the typewriter at the rate of 35 words per minute.

111. TYPEWRITING I. No prerequisite. Development of proper technique in the operation of the typewriter; keyboard mastery; simple business letter forms, centering, and tabulation; attainment of net speed of 25 to 30 words a minute. Two semester hours.

112. TYPEWRITING II. Prerequisite, Secretarial Practice 111, or equivalent. Continued emphasis upon technique and the development of typing power; business letters and forms; rough drafts; tabulations; net speed of 40 to 45 words is attained. Two semester hours.

113. TYPEWRITING III. Prerequisite, Secretarial Practice 112, or equivalent. Special attention is given to more advanced typing problems, including letters, tabulations, bills, rough drafts, and stencils; development of typing power is continued; net speed of 50 to 60 net words is attained. Two semester hours.

120. OFFICE MACHINES. Prerequisite, Secretarial Practice 112, or equivalent. Instruction and training to develop reasonable skill in the operation of calculating, duplicating, and other common office machines are given to insure an understanding of their use in the business office.

SOCIAL SERVICE WORK

An Introductory Program

Students who wish to prepare for social work as a profession should plan to do graduate study in a recognized school of social work. For students seeking admission to graduate schools of social work the following courses are especially recommended: Economics 209; History 110, 111; Political Science 110, 270; Psychology 201, 220; Sociology 215, 230, 231, 245, 317, 331, 375. The following additional courses are suggested as background for graduate study in social work: Economics 130, 211; History 253; Philosophy 102, and 230 or 234; Political Science 203 or 220, 240; Psychology 250 or 251, 260; Sociology 217, 232, 233, and 346.

The leading social agencies, both governmental and private, ask increasingly for workers who are prepared for such professional school training. However, some junior professional positions, such as case aides in large agencies, are available in Chicago and throughout the country for which persons with a bachelor's degree are being sought. A major in one of the social sciences, supplemented by the courses recommended and suggested above, constitutes helpful preparation for such positions. It should be understood, however, that such preparation is preprofessional only, and even with experience in the field is not a substitute for graduate professional education.

Descriptions of the courses listed above will be found in the catalog under the departments concerned.

SOCIOLOGY

INSTRUCTIONAL STAFF

Arthur Hillman, *Chairman*

Rose Hum Lee, *Acting Chairman, Spring and Summer, 1950*

St. Clair Drake
Dan C. Lortie
S. I. Meystel
Donald F. Roy
Harry B. Sell
S. Kirson Weinberg

The aim in the study of sociology is to develop understanding of human relationships. General and specialized courses present basic information and theoretical perspective, with attention focused on groups, institutions, and communities, as well as the effects of social interaction on personality. Sociology includes the comparison of forms of social organization, the processes of social change, and the study of social disorganization.

Students are expected to develop habits of systematic analysis of social data. Basic preparation in research skills of a more refined nature is also emphasized. Chicago is a leading center for sociological research, and students here are introduced to the most recent methods and findings.

An undergraduate major in the Department at Roosevelt College provides a foundation for graduate study leading to positions in teaching and research. It also helps to prepare for entrance to professional schools of social work, which are at the graduate level. Some students, however, secure junior professional positions in social work after getting the bachelor's degree. (See statement on page 152, entitled "Social Service Work".)

An increasing number of students include sociology as an important part of their preparation for further study or work in various professional and administrative fields, including journalism, law, the ministry, adult education, personnel management, housing management and other forms of community service.

In keeping with the aims of a liberal arts college, however, the Department of Sociology considers these vocational objectives as secondary to the development of an intelligent and analytical interest in society and in personal relationships. The Department endeavors to apply this interest to practical affairs by maintaining active community relationships and by adapting its program to changing social needs.

Major: The offerings of the Department can be grouped into the following fields:

1. Sociological theory: 101, 102, 303, 304
2. Social organization: 215, 217, 218, 315, 317, 318
3. Social change and disorganization: 230, 231, 232, 233, 330, 331
4. Population, human ecology, and the community: 245, 246, 345, 346
5. Social psychology: 260, 261, 262, 360, 361
6. Methods of sociological research: 275, 276, 375

Majors are required to take thirty semester hours in the Department, including 101, 102, 230, and either 215 or 245. At least one course in each of the six fields above is especially recommended. Departmental counselors will help the student choose subjects to meet individual needs. No course in the major sequence in which the student receives a grade lower than C will be counted as fulfilling the requirements.

Students planning graduate study in sociology are advised to take a course in statistics, and enough courses in German or French to develop a reading knowledge of one or both of those languages.

Students planning graduate study in anthropology should take 246, 318 and 360 in addition to the four courses required above. They should also take Biology 250, Culture Studies 240, and English 257.

Minor: Eighteen semester hours in one of the following: Economics, Education, History, Political Science, Psychology, or other related departments, by approval of the departmental counselors.

101. INTRODUCTION TO SOCIOLOGY. Prerequisite, fifteen semester hours. A systematic study of the fundamental aspects of human society. Personality, social organization, social change.

102. INTRODUCTION TO ANTHROPOLOGY. Prerequisite, fifteen semester hours or consent of instructor or adviser. A study of the evolution of man and his cultures. An examination of the manner in which different cultures express the fundamental human need for food and shelter, and interest in religion, art, folklore, music and the dance. An analysis of the meaning of physical, linguistic and cultural differences from the standpoint of the scientist, and the laymen of various cultures.

215. THE FAMILY. Prerequisite, Sociology 101. A study of family patterns in various culture contexts. The family as a unit of orientation in personality development. Social factors in the selection of marital partners. Criteria of marital success. The family in a society of rapid social changes. Types of family disorganization. Programs and methods in family reorganization.

217. RACES AND NATIONALITIES. Prerequisite, Sociology 101 or Sociology 102. Contacts and relations between races and nationalities, with special attention to the status of minority groups in American life. Public policies and programs for modifying interracial and intercultural conflicts and tensions.

218. INTRODUCTION TO INDUSTRIAL SOCIOLOGY. Prerequisite, Sociology 101 or consent of instructor. A study of the social structures and processes in modern industrial organization. Special attention to problems of social disorganization within the factory social structure, and intensive focus upon the dynamics of individual and group interaction that reveal the community and in-plant factors involved in the problems. Recent research approaches and data from the field will be presented.

230. SOCIAL DISORGANIZATION. Prerequisite, Sociology 101 or consent. Nature and types of social disorganization. The variant culture and the variant personality. Factors and processes in the disorganization of the variant person and the family. Differential types of social disorganization by local community and social class. Social reorganization and programs of social planning.

231. CRIMINOLOGY. Prerequisite, Sociology 101 and 230. Nature of criminal behavior. Broad theories of crime. Causes of crime. Penology. Prevention of crime.

232. SOCIAL ASPECTS OF HEALTH. Prerequisite, Sociology 101 or consent. Health as a social problem in the United States. Social changes affecting medical practice. Extent and organization of medical care and community health services. Movements toward reorganization of health services. Foreign experience with health insurance and public medical services.

233. HOUSING IN CONTEMPORARY SOCIETY. Prerequisite, Sociology 101 and six semester hours of social sciences, or consent. An introduction to housing as a problem of contemporary society. The economic problems of housing. The evolving role of government. Housing as viewed within the frame work of broad urban development and redevelopment problems.

245. URBAN SOCIETY. Prerequisite, Sociology 101. The trends and patterns of urban development as affected by industry, transportation, population, migration. The physical, ecological and social structure of urban communities. Medias of communication and interaction. Urban disorganization and reorganization.

246. ETHNOLOGY. Prerequisite, Sociology 102. A systematic study of the natural and cultural areas of the Americas, Europe, Africa, Asia, and Oceania. Analysis of the processes through which customs and artifacts travel from one part of the world to another. Intensive study of the history of certain important cultural innovations such as the alphabet, mathematical

symbols and modern technology. Emphasis upon the various types of adjustment that man has made to the natural environment.

260. Social Psychology. (See Psychology 220.) Sociology credit is not offered for sociology majors who minor in psychology.

261. Social Control. Prerequisite, Sociology 101. Pressure for social conformity in persons and groups. Mechanisms of social control, such as custom, fashion, public opinion, law, institutions. Sanctioned and non-sanctioned controls. Media of control, such as the newspaper, the motion picture and the radio. Conscious social control.

262. Collective Behavior. Prerequisites, Sociology 101 and one course at the 200 level. Collective reactions in social change. Social crisis, disorganization, tensions, social unrest. Leadership and followership, modes of interaction, and media of communication. Crowd, public, and mass behavior. Social and mass movements. Restructured social groups.

275. Elementary Statistics. (See Economics 234, or Education 235.)

276. Intermediate Statistics. (See Economics 236.)

303. The Development of Sociology in America. Prerequisite, fifteen semester hours in sociology or consent of instructor. The backgrounds of American sociology in European thought; its emergence as a scientific discipline. System-builders in sociology and their major contribution. Controversies over the scope and methods of sociology. Specializations and emphases in research. Current trends and prospects.

304. The Sociology of Knowledge. Prerequisite, Sociology 101 and one sociology course at the 200 or 300 level. Sociological analysis of intellectual life. Relation between thought and action. Ideology and the problem of the objectivity of knowledge. The intelligentsia. Social organization of the intellectual life.

315. Social Institutions. Prerequisite, Sociology 101, and 215 or 318, or consent. The institution as a unit of social structure and as a bearer of culture; the processes by which institutions rise, develop, or decline. The growth of contemporary institutions as distinguished from basic institutions. The correlation between institutional and class structure. Crises and reorganization of institutions.

317. The Field of Social Work. Prerequisite, Sociology 230 or Political Science 270. The development and organization of social work as a system of community services. The trends toward public support and toward professionalization. The course serves both as a preprofessional introduction to the field and as a part of general study in sociology, with special reference to the urban community. Opportunities for volunteer work in social agencies, tours and outside speakers serve to orient the student to current professional practice and to community conditions affecting agency programs.

318. Social Anthropology. Prerequisite, Sociology 102 and one sociology course at the 200 level, 246 recommended. A study of the culture and social organization of some of the simpler societies. Comparison with more complex societies. Problems of acculturation and social change resulting from contact between complex and simple societies.

330. The Sociology of Personal Disorders. Prerequisite, Sociology 230, and Psychology 201 or Sociology 360, or consent. The function of social relationships in personal disorders. The social characteristics of personal disorders: residential distribution, socio-economic status, ethnic groups, marital status. Social aspects of anxiety and other neuroses. The developmental phases of the personal psychoses: Schizophrenia and

manic-depression. The development of sociopathy. Psychotherapy and social relationships. The social structure and culture of the mental hospital. The ex-patient and the community. Problems of prevention and the social order.

331. Modern Social Reform Movements. Prerequisite, Sociology 101, and one sociology course on the 200 or 300 level, preferably 261 or 262. Social movements and social reform as forms of social change. Reform and revolution. Study of selected modern social reform movements.

345. Population and Society. Prerequisite, Sociology 101, and 215 or Sociology 245, or consent of instructor. Modern and ancient population policies and theories. The balance between population, natural resources, and cultural norms. Methods of population enumeration. Population changes as affected by immigration, emigration, disease, wars, or natural growth. Immigration policies affecting population composition. Pressure spots in the world, as related to standard of living. New agencies for controlling numbers and movements of people.

346. Community Organization and Planning. Prerequisite, Sociology 245. The nature of social organization in communities; the interrelation of physical and social planning of cities; organization for planning and methods used, particularly with reference to health, welfare, recreation and other community services; problems of developing leadership and participation in communities; community planning in the United States as affected by regional and national developments.

360. Culture and Personality. Prerequisite, Sociology 101 and 318. A study of the social and cultural processes in the development of the social personality. The nature and forms of social relationships. The definition of the social personality. The structure and components of the social personality: attitudes and motives, mind and symbols, the self and self defenses. Personality in folk and urban cultural contexts. Social personality types.

361. Propaganda and Society. Prerequisite, Sociology 101, and one sociology course at the 200 or 300 level, preferably 261. Extent and importance of propaganda in society. Descriptions of propaganda activities will furnish the basis of generalization about the nature, techniques, agencies of expression, and consequences of propaganda. Criticism of current theories. Social control of propaganda.

375. Methods of Sociological Research. Prerequisite, nine semester hours in sociology. An introductory survey of research methods, including techniques of interviewing, preparation of questionnaires, and tabulation and elementary analysis of statistical data, with some attention to problems of planning scientific social studies.

390. Individual Study. Prerequisite, twelve semester hours in sociology and consent of Department; 275 or 375 recommended. One to four semester hours credit.

391. Seminar in Sociology. Prerequisite, fifteen semester hours in sociology and consent of Department.

SPANISH

See Modern Languages.

SPEECH

INSTRUCTIONAL STAFF

Kendall B. Taft, *Chairman*

Carlisle Bloxom
Alfred E. Partridge
Annabel Steinhorn
Robert W. Teeter, Jr.

Majors: Three major sequences are available to students in speech and related fields. Each of these major sequences presupposes the completion, with grades of C or better, of English 101, 102, 201, and Speech 101. The sequences are as follows:

Speech—Drama. Speech 201, 220, 221; English 208, 243, 245, 246, 248, and 270.

Speech—Theatre Arts. Speech 110, 201, 211, 220, 221, 250; English 248, 270; and *either* English 208 and 243 *or* English 245 and 246.

Speech—Radio. Speech 201, 220, 221, 230, 235, 236; English 248, 270; and *either* English 208 and 243 *or* English 245 and 246.

No course in which the student receives a grade lower than C will be counted as fulfilling the requirements of any of these major sequences.

101. Fundamentals of Speech. Prerequisite, English 101. A course designed to improve general speech habits. Improvement in speech skills is attempted through drill on carefully selected exercises. Extempore speech is stressed in both principle and practice.

110. Introduction to the Theatre. No prerequisite. A basic course considering the development of the theatre in terms of its social and political background, its architecture and equipment, its literature, its aesthetic principles, and its styles of production.

201. Advanced Public Speaking. Prerequisite, Speech 101. This course aims to strengthen and develop the student in platform skill. The principles of effective delivery are amplified and stressed. The laboratory method is used, speeches by students being alternated with lectures by the instructor.

211. Fundamentals of Play Production. Prerequisite, Speech 110, or consent of instructor. This course is designed to present the fundamentals of the theory and practice of play production, particularly as applied to school and community theatres. Included in the course are: play selection; problems in directing the non-professional actor; problems in the production of pre-modern and modern plays; stagecraft, costuming, and scenery; lighting equipment and techniques.

220. Oral Interpretation. Prerequisite, Speech 101. A course dealing with the art of oral interpretation of literature by individuals and groups. Melody, rhythm, tone-color, mood, and emphasis are studied. Methods of arousing interest and building climaxes are treated in theory and in practice.

221. Acting and Directing. Prerequisite, Speech 220. This course covers the principles underlying these two important elements of play production. Stress is placed upon vocal development and control. Pantomime and character portrayal are treated in detail. Traditional rules of stage deportment are analyzed; scenes from various plays are enacted; one-act plays are produced.

230. FUNDAMENTALS OF RADIO. Prerequisite, English 102 and one course in Speech. An introductory survey of the radio industry with practical work in radio acting, writing, and production.

235. RADIO: WRITING. Prerequisite, Speech 230, or consent of instructor. Students will write, analyze, and revise radio scripts. They are also required to attend and criticize local radio productions.

236. RADIO: ACTING AND DIRECTING. Prerequisite, Speech 230, or consent of instructor. Active participation in the radio workshop is required; each student is assigned a term project to emphasize the over-all picture of a radio program.

250. STAGECRAFT. Prerequisite, Speech 110 or 211, or consent of instructor. A course in the technical aspects of play production, including actual work in a laboratory and on the stage, in costuming, make-up, and scenery.

The Roosevelt College Theatre. The Roosevelt College Theatre is part of the regular instructional program of the College. Its purpose is to develop the skills associated with the drama, to enrich the avocational interests of students, and to provide entertainment of high quality. The entire enterprise is an adjunct of instruction given by the Department of English and Speech, and the principal duties of direction and training are regularly assigned to members of this Department.

STATISTICS

INSTRUCTIONAL STAFF

Rolf A. Weil, *Chairman* — Jack Silber

Arthur Assum — Donald H. Steward

In every science and in many of the industrial arts more and more information is secured, presented, and used with the aid of statistical methods. For many years there has been a constant demand for trained statisticians. The curriculum at Roosevelt College takes cognizance of the fact that different levels of proficiency are appropriate for students who are planning different careers. Five programs in statistics are outlined below.

PLAN 1. *For students satisfying only the minimum major requirements in sociology, political science, economics, or commerce.*

Math. 100. Algebra II (unless excused because of mastery of the third semester of high school algebra).

Statistics 234. Elementary Statistics (credit may be listed according to major as Economics 234, Political Science 234, or Sociology 275).

PLAN 2. *For students satisfying only the minimum major requirements in psychology or education.*

Math. 100. Algebra II (unless excused because of mastery of the third semester of high school algebra).

Education 235. Elementary Statistics (credit may be listed as Psychology 235 for psychology majors).

PLAN 3. *For students satisfying only the minimum statistical requirements in science majors.*

Math. 101. Trigonometry.

Math. 102. Algebra II.

Math. 115. Statistical Analysis of Scientific Data.

Plans 1, 2, and 3 are recommended for students who expect to use only the simplest formulae and who will be "consumers" and not "producers" of statistical information. (Psychology and Education students must take Education 235. Statistics 234 will not be recognized for major credit in psychology and education, if taken after February, 1948.)

PLAN 4. *For students who expect to do graduate work in psychology or education, but wish to meet only the minimum requirements of good graduate schools.*

Math. 100. Algebra II (unless excused).

Math. 102. Algebra III (recommended).

Education 235. Elementary Statistics.

PLAN 5. *For students who expect to do graduate work in the social sciences or in commerce, but wish to meet only the minimum requirements of good graduate schools.*

Math. 100. Algebra II (unless excused).

Statistics 234. Elementary Statistics (credit may be listed according to major as Economics 234, Political Science 234, or Sociology 275).

Math. 102. Algebra III (may be taken before Statistics 234).

Statistics 236. Intermediate Statistics. (See Economics 236, Political Science 236, or Sociology 276.)

PLAN 6. *For students who desire an adequate foundation for statistical research.*

Math. 100. Algebra II (unless excused).

Math. 101. Trigonometry.

Math. 102. Algebra III.

Statistics 234 or Education 235 or Mathematics 115.

Statistics 236. Intermediate Statistics. (See Economics 236, Political Science 236, or Sociology 276.)

Math. 103. Analytic Geometry.

Math. 203. Calculus I.

Math. 204. Calculus II.

TEACHING PROGRAM

Students planning to enter the profession of teaching should consult with the Chairman of the Department of Education not later than the end of their sophomore year concerning the certification requirements of the state in which they expect to teach. Prospective nursery school, kindergarten, primary, and elementary teachers are advised to select an

education major. Prospective secondary school teachers should elect for their major sequence the field in which they expect to teach, and for their minor sequence, the field of education. The Chairman of the Department of Education will be glad to advise students concerning subject combinations desirable for prospective secondary school teachers.

It is recommended that all prospective teachers, select a number of courses from the fields of sociology, psychology, economics, political science, and journalism. The sequence of courses in preparation for teaching should be planned in advance of the work for the third year.

For course descriptions, see the Education Department section of the catalog.

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